

Inspection of Bitterne Park After School Club

Bitterne Park Baptist Church, Southampton, Hampshire SO18 1PH

Inspection date:

31 January 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive with enthusiasm on entering the after-school provision. They behave very well. They demonstrate their understanding of routines and procedures as they hang up their coats and bags, sit on the mat for registration and independently choose resources to play with and activities to get involved in. For example, some children enjoy art and craft activities, while others choose to use resources to support imaginative play. They work harmoniously together, pretending to make reading glasses from construction toys, which they then pretend to sell to the adults.

Staff have high expectations of children's behaviour and consistently remind children of the rules and boundaries. As a result, children are well mannered and treat each other with respect and kindness. For instance, older children help younger children to create a dinosaur world and they chat together about the names of the dinosaurs, developing a storyline. Children have formed positive relationships with each other and the staff. They demonstrate that they feel safe and secure. For example, children are confident to talk about their individual needs and request hugs from the caring adults.

Children have opportunities to share their ideas for activities and resources that they would like at the club with staff. For example, the manager purchased construction resources after children recommended them. This helps children to develop their imaginative play and creative skills further and ensures that children feel heard and valued.

What does the early years setting do well and what does it need to do better?

- The manager has addressed the weaknesses raised at the previous inspection and successfully raised the quality of the provision. She has strengthened partnerships with parents. Staff regularly liaise with parents and value their ideas for improvement. For example, the manager implemented an online booking system after it was recommended by parents. Staff provide inventive and fun ways for all children to be challenged during activities. For instance, staff have introduced 'Speak and Spell' resources designed to help children with spelling at different ages and stages.
- Partnership with parents is good. Parents highly praise the dedicated team. They comment that staff 'look after children exceptionally well' and that the 'level of communication, organisation and parental support is excellent'.
- Staff promote children's healthy lifestyles well. For example, they encourage children to wash and dry their hands before handling food. Staff provide healthy meals. They know children well and adapt meals to cater for children's personal

tastes and allergies. Children have access to fresh air and exercise outdoors. They enjoy playing with resources that develop further gross motor skills and hand-to-eye coordination, such as hoops and skittles. This supports further their skills in physical development.

- Staff provide opportunities for children to develop further their knowledge and understanding of the world. For example, children learn about Chinese New Year. Staff encourage children to try a variety of different foods, such as noodles, prawn crackers and chilli sauce. During the summer, children enjoyed celebrating the Queen's Jubilee. They made bunting and had a party. This helps children to learn about different cultures, faiths, and beliefs and to prepare them for life in modern Britain.
- Staff have good connections with the local school, which complements children's learning at the club. Staff ensure that they are aware of activities that are happening in school. For instance, staff will replicate activities such as discos and movie clubs with popcorn, so children do not miss out. Staff ensure that messages from teachers and parents are passed on in a timely manner. This helps to strengthen further partnerships and ensures communication is highly effective.
- Staff know children well and plan activities based on children's interests. For example, children are engaged and motivated to learn through Valentine themed activities. Children independently create hearts for people that are special to them. Staff engage children in conversation, encouraging them to talk about the people who are special. This helps further to enhance children's understanding of kindness and to develop further communication and language skills.
- The manager operates a well-organised club and has clear aims for the provision. She ensures that staff have opportunities to enhance their professional development through training and appraisals. This improves further outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The provider has a good knowledge and understanding of how to keep children safe from harm. The manager ensures that staff keep their knowledge and understanding up to date through training. Staff know the signs and symptoms of abuse and the procedure to follow if they are concerned about children's safety, including those regarding adults who work with children. Staff regularly check the provision to ensure it is safe for children. Staff provide opportunities for children to learn how to keep themselves safe. For example, children learn about road safety on a daily basis.

Setting details

Unique reference number	EY435711
Local authority	Southampton
Inspection number	10228596
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	40
Number of children on roll	10
Name of registered person	Totten, Tracy Ann
Registered person unique reference number	RP516093
Telephone number	07743517930
Date of previous inspection	3 February 2017

Information about this early years setting

Bitterne Park After School Club registered in 2011. The club operates from a local church in Bitterne Park, Southampton, Hampshire. The breakfast club is open from 7.35am until 8.20am and the after-school club opens from 3.15pm until 6pm each weekday, during school term time only. A holiday club is available from 8am to 6pm during school holidays and in-service training days. The club employs three members of staff, who hold childcare qualifications from level 2 to level 4.

Information about this inspection

Inspector

Loretta Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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