

Inspection of Care Club @St. Margaret's

St. Margarets C Of E Junior School, Knutton Road, Newcastle ST5 0HU

Inspection date:

20 January 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children smile as they enter the club. They show regard for the expectations and routines in place. For instance, without prompt, they hang up their own belongings and wash their hands. Children receive healthy and nutritious foods, and they have access to fresh drinking water. Staff take account of children's dietary requirements. For example, children with intolerances benefit from having a separate snack. Additionally, children receive a vegan alternative sweet to place inside their 'Chinese money wallet.' This ensures their full inclusion in group activities.

Children sit together in a safe and relaxed environment. They engage in a two-way conversation about their day. For example, children say they are excited to play bingo, to which other children also express the same interests. Staff inform children of the activities available to them, and share ideas to guide children's play. This helps children to make independent choices and have control over what they decide to do. Additionally, children write a list of future activities they wish to partake in. This helps staff to plan for the activities children enjoy.

Children behave well. They partake in a game of 'Four in a Row', eagerly taking it in turns to insert their tokens into the top of the grid. Children celebrate respectfully as they place their fourth and final token. For example, they give their opponent a 'high five'. Children build good friendships. They demonstrate confidence within a mixed age group.

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

- Staff know all children well. They organise the club to ensure children's emotional needs are fully met. For example, children benefit from sticker charts, which positively motivate them to succeed in toilet training. Where possible, staff plan activities which link to the world around them, such as Chinese New Year. This helps to promote culture and respect for others.
- The manager recently qualified as an 'Emotional Literacy Support Assistant.' The knowledge she obtained through training positively enhances children's well-being. For instance, children benefit from a 'kindness bucket', which rewards their efforts and good behaviours. They partake in activities where they describe what 'kindness' means to them. This helps children to talk about their feelings and celebrate the things that make them unique.
- The manager prioritises training to benefit the service she provides. For example, staff attend relevant courses to strengthen arrangements in place which support children with special educational needs and/or disabilities (SEND). As a result, staff are equipped to support children's health.

- Staff understand the importance of promoting children's positive behaviours indoors and outdoors. For example, before crossing the road, children 'stop, look, and listen' for cars. Should the traffic be too loud, staff communicate to children using sign language. This helps children to clearly understand expectations for road safety to reduce the risk of a serious accident.
- Children settle well through a strong induction process. For example, the manager encourages all children and their parents to visit the club prior to starting to meet key persons. This helps staff to assess children's confidence, and plan experiences which support their needs and interests.
- Staff confidently share information about children with teachers at the host school. However, partnerships are not strong enough. For instance, staff do not always ask teachers about children's learning and experiences during the school day. This means staff cannot fully promote consistency in children's care and learning.
- Parents speak highly of staff. They describe the club as 'one big family'. In addition to daily discussions, staff encourage parents to share their views via questionnaires. This helps the manager to evaluate the service she provides. For example, following feedback, staff prioritise more time to help children with their homework to support their school success.
- The manager is aware of the areas she wishes to develop to help further improve the club. For example, she aims to strengthen partnerships with parents to an even higher level to support children's outcomes. She is extremely mindful of staff pressures. She sends them incentives, such as chocolates and special notes. This helps staff to feel valued and motivated in their roles.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their roles and responsibilities in relation to the 'Prevent' duty guidance and safeguarding issues, such as child-on-child abuse and online safety. For instance, staff teach children that 'pants are private'. This helps to keep children safe. Staff demonstrate the correct procedures to follow should they have concerns about a child's welfare and allegations against colleagues. The manager ensures safe selection and recruitment of staff. She evaluates the current cohort of children to ensure adult-to-child ratios benefit best practice. This ensures children are always supervised. The manager highlights the importance of the safe collection of children.

Setting details

Unique reference number	2604080
Local authority	Staffordshire
Inspection number	10263128
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	3 to 11
Total number of places	32
Number of children on roll	50
Name of registered person	Hancock, Sarah
Registered person unique reference number	2604079
Telephone number	01782973875
Date of previous inspection	Not applicable

Information about this early years setting

Care Club @St. Margaret's registered in October 2020. The club operates before school from 7.30am to 9am and after school from 3.15pm to 6pm. Monday to Friday, for 38 weeks of the year. There are five members of staff, four of whom hold appropriate early years qualifications from level 2 to level 4.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- The manager, deputy and the inspector completed a tour of the premises on arrival.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the session.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Children told the inspector about their friends and what they like to do when they are at the club.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and safeguarding policies.

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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