

Inspection of Dragonflies

Kingswood Primary School, Abbey Street, Wotton Under Edge GL12 8RN

Inspection date: 15 February 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 at the school hall happy to attend the after-school club. They display positive relationships with the staff who care for them. Children develop a sense of responsibility and independence as they help staff to prepare their snack. They are aware of the importance of healthy routines and wash their hands before eating. Children have good table manners and take turns to spread toppings onto their toast. They engage in spontaneous conversations with visitors and their peers about their favourite foods. Young children are reminded by staff to stay hydrated and have a drink before returning to their play.

Staff support children to make choices about their play. Although staff set up craft activities for children, they encourage them to follow their individual interests. Children are invited to ask staff for any specific resources they would like to get out. Children develop good social skills and work together to build a 'swimming pool' using small construction bricks. Young children interact enthusiastically with their peers. They use their imagination and proudly show visitors how the small penguin figure can dive into the swimming pool they have built. Children ask staff to help them make a volcano from play dough. They display high levels of self-esteem and confidence. Staff clearly believe in them and their abilities. They sit alongside children to offer praise and encouragement. Children enthusiastically share their ideas and state that they need to make 'a triangular shape with a hole in the middle'.

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

- Children are familiar with the club's routines. They place their belongings away and sit together for registration. Children eagerly greet staff and respond to their name. Some children respond in a different language. For example, they greet staff with the French word 'bonjour'.
- Managers and staff form strong partnerships with the host school. They collect early years children from their classroom and talk to teachers about children's individual learning needs. Staff ensure that any information received is passed on to parents. They also use this information to plan play activities to support children's learning. For example, staff set up activities, such as play dough, so children have opportunities to strengthen the muscles in their hands, which helps them with their writing skills.
- Children benefit from opportunities to play outdoors in the fresh air. They exercise their bodies as they enthusiastically run around playing group games, such as tag. Young children delight in chasing bubbles in the air. Staff explain how they have 'no ball days' to support children in developing more varied interests when playing outside.

- Staff are good role models. They play alongside children and are on hand to support them with resolving minor conflicts when they arise. Staff encourage children to think of their own resolutions to problems. For example, when children disagree about what piece should be used next for the train track, staff support children to come up with an idea themselves. Children take turns as they continue to build an impressive track.
- Information about children's time at the club is shared with parents in a number of ways. Alongside verbal discussions at collection time, the club recently introduced a termly newsletter to share more in-depth information and photographs of the activities children have participated in. Activities are planned in line with children's interest and the festivals and celebrations that are taking place. For example, children are currently making bunting to celebrate Valentine's Day.
- Parents have high regard for the service the club provides. They speak positively of the staff team and the range of activities they provide. Parents are asked to complete regular surveys to seek their views. Managers are quick to act on any feedback provided by parents. For example, the deputy manager explains how they introduced a quiet corner for reading and word puzzles to support those older children who do not always wish to play with toys or take part in the craft activities on offer.
- Staff have a good overview of their roles and responsibilities. They meet with managers regularly to discuss their role, personal well-being and identify any further training needs. Staff state that they feel well supported in their role. They state that managers are approachable and work alongside them on a regular basis.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete daily safety checks on all areas of the setting to ensure risks are minimised and the play environment is safe and secure. They undertake regular safeguarding training, including a specific course around the 'Prevent' duty. Staff demonstrate a suitable knowledge of the signs and symptoms that may indicate a child is at risk of harm. This includes how to recognise when children may be subject to extreme views or behaviours. Staff are confident in the procedures they must follow to report a concern about children's welfare. The deputy manager understands the correct procedures to follow in the event of an allegation being made against a member of staff.

Setting details

Unique reference number	EY490634
Local authority	Gloucestershire
Inspection number	10264839
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	30
Number of children on roll	87
Name of registered person	Kingswood Village Playgroup and Toddlers Committee
Registered person unique reference number	RP519866
Telephone number	07855105944
Date of previous inspection	28 June 2017

Information about this early years setting

Dragonflies registered in 2015. It operates from Kingswood Primary School in the village of Kingswood, Gloucestershire. The breakfast and after-school club is open from Monday to Friday between the hours of 7.45am to 8.45am and from 3pm to 5.30pm, term time only. The setting employs seven staff. Of these, three hold relevant early years qualifications between level 2 and level 6. The deputy manager holds qualified teacher status.

Information about this inspection

Inspector
Holly Smith

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 staff and has taken that into account in her evaluation of the setting.
- The inspector observed staff's interactions with children and monitored children's engagement in a range of play activities indoors and outside.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and considered their views.
- The inspector reviewed documentation including the suitability of staff and paediatric first-aid certificates.
- The inspector met with the deputy manager to discuss how leaders organise and evaluate the setting.

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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