

Inspection of Yaxley Out Of School Club

Bentley Avenue, Yaxley, Peterborough, Cambridgeshire PE7 3ZT

Inspection date:

21 February 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children at this setting are happy. They know the routines of the setting very well. Children line up when they are collected from their classroom and walk to the setting sensibly. They look for their friends when they arrive and choose an activity together. Children demonstrate strong friendships and good relationships with staff. When they are tired at the end of the session, or are upset, children look for a familiar staff member and go to them for comfort and support. Staff listen to, and reassure, children. This helps them to feel safe in their environment.

Children are helpful. Staff encourage children to take on responsibility. Children offer to wash up after lunch and explain that everyone takes it in turn each day to offer their help. The older children attending the setting can join the club council. They explain that their role is to gather information from all the children and share it with the manager. This can include things such as activities the children would enjoy, or foods they would like. Children explain that previously they have put together a menu for a week, including all the foods children would like to eat for snack.

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

- The setting provides a secure environment, where children can play and feel safe. There are two large rooms for different age groups. Activities are tailored to children's ages and abilities. Children have access to a range of outdoor areas, including a large playing field, sensory garden and tarmacked playground. Children have a choice of which area they choose to play in and they engage in activities that interest them.
- Children at the setting are well supported. The staff ensure all children with special educational needs and/or disabilities are provided with extra support when needed. They appreciate that all children are unique and they adapt their practice and routines to help children settle and be happy at the setting. Staff put in place additional resources and recognise children's achievements. Therefore, children's behaviour is good.
- Staff encourage children's language and writing skills. They provide resources throughout the environment for writing and recording. For example, children play in a veterinary role-play area, where they work together to arrange a system. They write and record their findings and share the information with peers throughout their play. This means children can continue their learning after school and practise skills they have recently learned.
- Children demonstrate respect for each other. They are kind to their peers and offer assistance. Staff encourage children to support the younger children in the group. This gives them a sense of responsibility and encourages a range of

friendships within the setting. Younger children ask older ones to help them with tasks and to play with them.

- The partnership between the setting and local school mean staff are fully aware of any difficulties children have faced during the day. Staff can, therefore, tailor children's care to meet their individual needs. When there are concerns about children's behaviour or well-being, the setting share information with the school. They work together to develop a routine and care plan to suit each child, therefore, providing consistent care.
- Parents receive regular updates from the setting, including face-to-face handovers at collection time. Parents comment on staff friendliness and the excellent communication in place. Staff ensure they work closely with parents to support children who have any additional needs. All information is shared between the setting and parents. This means families and children receive essential support from the setting.
- Regular staff meetings and supervisions mean that communication between staff is good. The manager has an open-door policy and encourages staff to discuss any concerns as and when they arise. This means staff are supported and receive regular feedback to enhance their practice within the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding young children. They confidently discuss a range of abuse and the signs they may see within the setting. All staff have a good knowledge of the 'Prevent' duty. The manager ensures all contact information for the local authority is displayed clearly within the setting. This means staff are confident to identify who they must contact when concerns arise. All staff have a good knowledge of the whistle-blowing procedure in place at the setting and can refer concerns to the local authority's designated officer when needed.

Setting details

Unique reference number	221646
Local authority	Cambridgeshire
Inspection number	10264834
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	70
Number of children on roll	97
Name of registered person	Yaxley Out Of School Club Committee
Registered person unique reference number	RP909080
Telephone number	07590394681
Date of previous inspection	28 June 2017

Information about this early years setting

Yaxley Out Of School Club registered in 1995. The club employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The club opens each weekday from 7.30am until 9am and from 3pm until 6pm, during term time. It also opens during school holidays each weekday from 7.30am until 6pm, with the exception of one week at Christmas.

Information about this inspection

Inspector

Vikki Reynolds

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 manager gave the inspector a tour of the setting and discussed the safety and security of the premises.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector observed the interactions between the staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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