

# Inspection of The Royal

The Royal School, Penn Road, Wolverhampton WV3 0EG

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Inspection date:

21 February 2023

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

This holiday provision is exciting and welcoming. Children are deeply engaged in the activities provided. They practise their physical skills during team games and enjoy creative and exploration activities, such as play dough, cutting and painting. Children play together in harmony as they share equipment and help each other during challenging activities. They use their imaginations while they chat about make-believe stories using toy dinosaurs as props. Children enjoy slapping and squeezing play dough and learn about textures as staff introduce words, such as 'sticky'. Children are confident and are eager to talk to visitors about their club. They proudly show staff their artwork and are excited to take it home. Children benefit from positive interaction and encouragement from staff. For example, children ask for help when they struggle to use child-friendly scissors and receive praise and support from staff.

Children's behaviour is exceptional. A secure routine, which is implemented well by the staff team, helps children to develop the knowledge and understanding they need to prepare them for the next part of the day. For example, children happily wait for each other to finish their lunch, before listening carefully to staff, who explain the different activities that are available.

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

- Leaders are passionate and eager to make further improvements to the provision. Ongoing evaluations of the activities and environment are a priority. For example, they have considered the impact of the younger children being in a space with much older children and have separated these groups. Children have appropriate space to explore and make choices that suit their needs and interests. The staff ensure that the provision is inclusive and that every child's needs are met.
- Children benefit from a calm atmosphere. Their behaviour is excellent as they listen to and respect others. Children follow instructions and staff implement consistent rules to help children gain a clear understanding of expectations. For example, children walk sensibly around the large building and remain with their group leader at all times. Children are responsible for telling staff when they need to use the toilet or wash their hands. Their independence is being promoted.
- Children's health and well-being is a priority. Staff are good role models and have lots of energy. They encourage children to drink plenty of water while providing ample opportunities for fresh air and exercise. Children giggle during sociable mealtimes as staff initiate speaking in different languages and start counting pieces of fruit. Children's self-awareness of good hygiene is developing

as they compare their messy hands after an activity, before independently washing them.

- Children with special educational needs and/or disabilities are well supported. Leaders gather important information from parents about their children's needs, and this is carefully considered and reviewed with parents to identify any adaptations needed to meet children's individual needs. Children have an in-depth personalised file which is shared with staff to ensure that the child's needs are consistently met. Children welcome each other's differences.
- Leaders ensure that important information is shared with the onsite school. They hold regular meetings with school professionals to discuss any issues or concerns regarding children's safety and their individual needs. This consistent flow of information sharing helps to support children's security, well-being and provides them with consistency in their care.
- Parents leave positive reviews online about the hard-working and friendly team. They comment about the appropriate and exciting activities, in particular the sports games in the large outdoor area. They explain how happy their children are when they arrive in this welcoming provision and describe how reassured they feel when their children excitedly tell them about their day.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders take appropriate steps to protect children from harm. They take action to improve knowledge and exchange relevant information with external agencies and the school staff as appropriate. Children are well protected in this provision and staff prioritise children's safety and welfare. Staff have secure knowledge of who to report concerns to and are aware of outside agencies should they need to report a concern. Risk assessments are carried out regularly and important information is shared with staff to identify potential risks during activities and ensure that they remain vigilant. There are clear protocols in place to ensure that children are protected from unknown adults and systems are in place in case a parent cannot collect their child.

## Setting details

<b>Unique reference number</b>	2620305
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10278855
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 16
<b>Total number of places</b>	100
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Strive Events UK Ltd
<b>Registered person unique reference number</b>	2620304
<b>Telephone number</b>	01902 341230
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Royal registered in 2021 and operates at The Royal School, Wolverhampton. The club employs 13 members of staff. Of these, seven hold an appropriate early years qualification at level 2 and above and one holds qualified teacher status. The setting opens from Monday to Friday during school holidays. Sessions are from 9am until 4pm.

## Information about this inspection

### Inspector

Nancy Hitchcock

## 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke with the leaders about the leadership and management of the setting.
- The leaders showed the inspector documentation to demonstrate the suitability of staff.
- The inspector looked at parents' reviews and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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