

# Inspection of Special Treasures Childcare Ltd

Hillingdon Primary School, Uxbridge Road, UXBRIDGE, Middlesex UB10 0PH

---

Inspection date:

3 March 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 to the after-school club. When teachers bring the children to the club, staff ask them about how the children's day has been so far. This partnership helps staff to meet children's needs. Children have fun at the club, and can choose from a wide range of activities to play with. They sit at a table and mix different scented play dough together to create pretend food. They then take the play dough over to the role-play area and 'cook' their creations. Children are wholly engaged in this and concentrate intently on making pretend cookies and pizzas. They develop their imaginations with great enjoyment.

Children interact well with staff and with each other. Older children play happily with younger children. Children of all ages build positive relationships, which lead to a welcoming and nurturing atmosphere. Staff remind children of the rules. Children behave well and listen to the staff. Children have self-confidence and are keen to share their ideas. For example, at circle time, they share what their favourite book is and are confident to answer questions asked by their peers. They are proud to stand at the front and describe the outfits they are wearing for World Book Day.

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

- Children enjoy being outdoors at the after-school club. They run around with delight and choose what they want to play with. Some children work in a team to develop their own challenges. For example, they push large tyres towards each other while other children try to kick a football through the rolling tyres. Staff encourage children to think about the speed of the tyres and when they should kick the ball. Consequently, children make connections between cause and effect.
- Staff support children to think about healthy eating. They talk to the children about what they ate for breakfast and about eating foods that give them energy to be active. Children are encouraged to try foods. For example, a child says she does not like cheese but when staff offer her a chance to try a cheese sandwich, she eats the entire thing. When children pretend to make food from play dough, they say that they have made an 'unhealthy cake'. Staff ask why it is unhealthy and the children reply that it is because it has lots of chocolate in it. Staff then talk about eating things in moderation. This helps children understand how to keep themselves healthy.
- Children have ample opportunities to make choices in their play. They decide how to use the resources and are supported by the staff to be independent in their play. However, there are not many chances for children to develop their independence skills in the daily routine.

- Staff skillfully help children understand the world around them. For example, while children play with leaves and twigs, staff talk about what is needed to make a fire. They encourage children to think about how they could keep themselves safe if there was a real fire. Another child talks about how to start a fire and there is a lively discussion about using magnifying glasses and whether it would actually work. This contributes to children deepening their knowledge of the world and how it works.
- Parents speak highly of the club. They say their children are happy at the club and are upset if they are ever picked up early. They say staff are friendly and approachable. Although parents do not enter the club since the COVID-19 pandemic, they say that they are kept up to date about what their children do at the club. Parents appreciate staff's efforts to help children complete their homework.
- The provider is able to identify the strengths and areas to develop in the club. For example, she wants to conduct more frequent team meetings. The provider listens to parent feedback and makes changes in response to their suggestions. Staff say they are happy and receive good support, so they are confident about their practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that there are enough staff with paediatric first-aid training on site. Parents are informed if there have been any accidents either at school or at the club. Staff are aware of what to look out for when considering whether a child might be at risk of harm. They have a secure understanding of the whistle-blowing policy and know what procedures to follow if there are any allegations against staff. There is a comprehensive induction programme, which includes safeguarding processes. Staff deploy themselves effectively to ensure that children are adequately supervised.

## Setting details

<b>Unique reference number</b>	EY396318
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10264934
<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 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Special Treasures Childcare Limited
<b>Registered person unique reference number</b>	RP529110
<b>Telephone number</b>	01865875243
<b>Date of previous inspection</b>	30 June 2017

## Information about this early years setting

Special Treasures Childcare Ltd registered in 2009. It operates from Hillingdon Primary School, in the London Borough of Hillingdon. The after-school club is open each weekday from 3.30pm to 6pm, during term time only. There are four members of staff, three of whom hold relevant early years qualifications ranging from level 2 to level 5.

## Information about this inspection

### Inspector

Jenny Selvakumaran

## 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 told the inspector about their friends and what they like to do when they are at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the club with the inspector.
- The inspector observed the interactions between staff and children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023