

Inspection of S4A Group Ltd@Marsh Gibbon Church Of England School

Marsh Gibbon C Of E School, Castle Street, Marsh Gibbon, Bicester,
Buckinghamshire OX27 0HJ

Inspection date: 2 March 2023

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children in this after-school club are confident and happy. They show excitement as they sit with their friends and talk about their day in school. Children sit together during snack time and engage in conversation with staff. Staff respond with interest and build good relationships with the children. Staff know the children well and can relate with them about their families and their school day.

There are a variety of activities and resources for children to choose from. These are set out by staff who reflect on the interests and the varying needs of the age groups of children. Early years children enjoy well-resourced and well-planned activities. They make choices of what they would like to do, and staff support and engage them in their play.

Children enjoy linking their learning in school into their time at the after-school club. For example, they make their own story books, following on from World Book Day. Children talk with joy as they share their stories and costume ideas with their friends.

Children are polite and courteous. They are well mannered and respectful. Children are keen to talk about what they like to do at the after-school club. For example, explaining the world record for completing a Rubik's cube and demonstrating the speed in which they can complete it.

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

- The provider and staff work well with school staff to meet children's needs. They communicate well with the headteacher, exchanging information about their plans and use of the school premises. Children know the staff well, which supports them to be confident at the after-school club.
- Staff plan well for the needs and interests of the children. Each week, they plan based on what children enjoy and would like to do. Staff know the children and their current interests. They provide resources and activities to reflect these. Early years children enjoy all the activities. Staff adapt these to meet the interests and needs of younger children.
- There are a variety of activities available that enable children to join in team games. These include football or working together to create origami animals. Children learn to follow instructions and build resilience as they keep trying.
- Staff support children to develop good social skills. They are available to support children when needed, but also allow them to play independently. Children enjoy time together and engage with each other. They share ideas and work together to create and develop their own games. They listen to ideas and suggestions

from others to build on their game or activity they have chosen.

- Staff have high expectations for children's behaviour. They have confident knowledge of appropriate strategies to encourage positive behaviour. Staff model the behaviour they expect from children. As such, a mutual respect and understanding of boundaries and expectations are created.
- Staff are happy and supported well in their continuous professional development. Training and qualifications are available for all staff. For example, during their induction they focus on how to support children with special educational needs and/or disabilities. Regular supervision supports staff to agree goals and reflect on progress made. They have access to a range of online training and support to fulfil their roles.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good safeguarding knowledge. The provider has supported the learning and development of staff in gaining further understanding of female genital mutilation and the 'Prevent' duty.

Staff demonstrate their knowledge of signs and indicators of abuse and the procedures to follow to report a concern. They know how to escalate concerns and have a secure understanding of whistle-blowing policies. There are robust procedures in place to ensure the ongoing suitability of staff working with the children.

Setting details

Unique reference number	2541551
Local authority	Buckinghamshire
Inspection number	10258224
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	5 to 8
Total number of places	50
Number of children on roll	44
Name of registered person	S4A Group Ltd
Registered person unique reference number	RP901819
Telephone number	07989467850
Date of previous inspection	17 May 2022

Information about this early years setting

S4A Group Ltd@Marsh Gibbon Church Of England School registered in 2019. It operates from Marsh Gibbon C of E Primary School, in Marsh Gibbon, in Oxfordshire. The setting is open from 7.30am to 8.45am daily for breakfast club and 3.15pm to 6pm for after-school club. The club employs five members of staff who work with children. Of these, four members of staff hold qualifications at level 2 and above.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector discussed the provision and measures the manager takes to ensure they are meeting all legal requirements.
- The provider talked about how activities are planned to consider the interests and abilities of all children.
- The inspector observed activities and the interaction between staff and children.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working at the club.

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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