

Inspection of Premier After School Club @ Repton Primary

Repton Primary School, Springfield Road, Repton, DERBY DE65 6GN

Inspection date: 7 March 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children happily arrive at the club and are confident to approach visitors, demonstrating they feel safe and secure. Children are aware of staff expectations and behave well. For example, children know to sit at the table on arrival for registration before they can choose to play indoors or outside. Children have lots of positive conversations with the enthusiastic staff. For example, staff talk about girls playing football, slimy snails, and animals that live in a zoo. Children are independent and learn to be kind and respectful to each other. During mealtimes, the staff encourage children to collect their own food on a small tray. Children and staff sit together at the table, chatting and eating. Children use good manners as they say, 'excuse me can I be next?'

The staff support the children to choose an activity. For example, children decide that they would like to cut out paper flowers and make cards for Mother's Day. Older children create swords with a construction set, as staff give them ideas on how to make their models stronger. Younger children count cars to 50 and beyond. The staff suggest racing the cars, and older children join in. Children say, 'on your marks, get set, go, we've got twelve hundred.'

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

- Children benefit from lots of opportunities for fresh air and exercise. Staff provide children with the option to take part in sports coaching sessions. For example, children join a game of dodgeball and laugh as they play this in the playground. They join in competitive games and place balls on cones, run to pick them up, and swap sides. Children listen to instructions from the enthusiastic staff. They thoroughly enjoy the game and work well as a team.
- The staff enhance the play activities on offer and, as a result, children are engrossed in their play. For example, younger children choose to play with cars on a mat. They concentrate on this activity for most of the session. The staff bring a stool to pretend to be a bridge for children to push the cars under. The children try to see if they can shoot them under their 'bridge' as staff say, 'nice and slow' and 'go straight'. Staff make a paper tunnel for the children to see if the cars fit through.
- The staff know the children well and use this information to plan for children's interests. Staff understand that some children need time to relax after a full day at school. As a result, they include quieter activities, such as drawing, cutting, and colouring, for children to enjoy.
- Staff help children to learn how to keep healthy and make independent choices. They ensure children wash their hands before eating and provide a healthy meal of ham or cheese wraps, cucumber sticks, tomatoes, and apples. The staff are

trialling a new way of organising mealtimes, where they serve food made to order. This enables children to choose what they would like to eat. Children go up one at a time to the kitchen hatch, collect a tray and ask for the food they would like. However, this results in older children waiting for some time for their turn to go and collect their food.

- Leaders evaluate the service they provide and are flexible to adapt to the needs of the children. For example, leaders review a new toilet pass system and consider if this is needed, as the bathrooms are directly accessible off the school hall. Staff state they feel well supported by leaders and managers. They receive training to help them improve their practice.
- Staff work well in partnership with the host school and regularly share information to support children and ensure their well-being. This enables staff to have a better understanding of the needs of the children. For example, staff speak to teachers about how children interact and behave with each other in school.
- Parents speak fondly of the club and state they are happy with the staff's care and the variety of activities they offer. Parents state staff would contact them with any concerns, and they feel the staff are approachable.

Safeguarding

The arrangements for safeguarding are effective.

Staff can identify signs and symptoms of abuse and know what to do if they are concerned about a child's welfare. They attend regular child protection training to keep their knowledge up to date. Staff are aware of local safeguarding concerns, such as county lines and online safety. Staff are vigilant to the security of the premises and ensure children's safety. They carry out regular headcounts, particularly when children attending other out-of-school activities walk through the hall, to account for every child present. The access to the premises is monitored well by staff. Procedures are in place to ensure children are only collected by authorised persons. Staff ensure children are supervised safely throughout their time at the club.

Setting details

Unique reference number	2612763
Local authority	Derbyshire
Inspection number	10263800
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	25
Number of children on roll	40
Name of registered person	Play Sports Limited
Registered person unique reference number	RP534251
Telephone number	07786851027
Date of previous inspection	Not applicable

Information about this early years setting

Premier After School Club @ Repton Primary registered in 2020 and is located in Repton, Derbyshire. The club employs three members of childcare staff. All members of staff hold appropriate early years qualifications at level 3. The club opens Monday to Friday, from 3.30pm to 5.30pm, during term time.

Information about this inspection

Inspector

Caroline Winterton

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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the club.
- The inspector observed the interactions between 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 the evidence of the suitability of staff working in 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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