

Inspection of Quackers Out Of School Clubs

Chieveley Cp School, School Road, Chieveley, NEWBURY, Berkshire RG20 8TY

Inspection date:

27 April 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 are happy and excited as they enter the after-school club. They quickly choose from the wide variety of activities on offer. Staff support younger children when they first arrive and they excitedly talk to staff about their day at school. Older children enjoy sharing quiet games together, such as chess. All children feel secure and a sense of belonging.

Staff support children to have good behaviour, children listen to and follow instructions well. For example, older children line up easily and wait patiently to move to another room. The atmosphere is calm and all children make lovely friendships. Some play cards together and do very well at taking turns. Meanwhile, others share magazines and talk about what they see. Staff are there to support children to learn how to build respectful relationships.

Children are very confident in social situations and have strong communication skills. For instance, they happily welcome visitors and chat about the 'miserable' weather and how they prefer the sunshine. Children enjoy talking to staff about their ideas. This helps children to build a wide vocabulary.

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

- Staff plan the daily activities using children's ideas and passions. Children happily play a card game that includes their prominent interests. They excitedly share how they love this with visitors and talk animatedly about the shows they watch about it. This helps children to engage in activities for long periods of time.
- Staff offer plenty of opportunities for children to build their independence. For example, children excitedly make their sandwiches for snack and use the cutlery well. This helps children to manage their self-care needs and supports them to be confident in their abilities.
- Staff know how to support children's individual needs well, in particular for the most vulnerable. In addition, staff skilfully support children to share their personal experiences. For instance, children happily tell others about their experiences of living in another country. They proudly share their knowledge of this with others. Other children are curious and ask their friends questions to expand their understanding. They are discovering what makes them unique.
- Children have positive attitudes to play. For example, they delight in playing a chasing game together. They smile with joy as they choose who to run next. They enjoy their time at this lovely after-school club. Children have good opportunities to get out of breath and use their physical skills. Staff recognise that this is important for children after school.
- Leaders are proactive and reflect regularly on practice. They adapt the

organisation of the after-school club to help meet children's needs. For instance, leaders quickly identify ways to support smooth transitions at snack times. This helps to continually improve practice over time.

- The provider has robust recruitment and induction procedures. They ensure that all new staff understand the policies and offer them time with more experienced team members for support. This helps maintain high-quality interactions between staff and children. In addition, leaders carry out regular appraisals for staff and this helps to share best practice. Staff say that leaders are approachable and supportive. They appreciate regular checks on their well-being.
- Staff build close bonds with parents and families. Parents appreciate the daily verbal feedback about what their children have been doing that day. They say that the after-school club offers children a large variety of activities, such as drawing and beads, that they enjoy. Parents appreciate the good communication. They explain that staff always pass any messages between home and school. This helps to support children's continuity of care. Parents say that the staff are friendly and approachable.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders attend regular safeguarding training to keep their knowledge up to date. They know how to spot signs and symptoms of a child who may be at risk of harm, such as from county lines. Staff know where to report if they have concerns over a child's welfare. Leaders know where to report if they receive an allegation about a member of staff. Staff carry out regular risk assessments and teach children how to keep themselves safe. For instance, they remind them not to swing back on chairs. This helps minimise the risk to children.

Setting details

Unique reference number	EY461085
Local authority	West Berkshire
Inspection number	10285918
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	40
Number of children on roll	57
Name of registered person	Quackers Day Nursery Limited
Registered person unique reference number	RP531440
Telephone number	01635 247 555
Date of previous inspection	24 October 2017

Information about this early years setting

Quackers Out Of School Clubs operates from Chieveley County Primary School in Newbury, Berkshire. Opening times are between 3.15pm and 6pm during term time. The holiday club is open during the school holidays between 8am and 6pm, except for the Christmas period and bank holidays. Five members of staff work with the children. Of these, two hold childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Mandy Cooper

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the after-school club.
- 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.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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