

Inspection of Wellyboots Day Care

St. Stephens C Of E Primary School, Hunters Chase, South Godstone, Godstone
RH9 8HR

Inspection date: 11 May 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 are happy to be at the after-school club and settle quickly at their chosen activities. They play cooperatively with each other and share resources. Children behave well and are kind to their friends. Staff respond swiftly to help children resolve minor disputes. They sensitively encourage children to talk and listen to each other. This helps children find solutions to their problems and happily continue their games.

Children relish playing in the outside area. They have access to a range of equipment to develop their physical skills. During games, children play fairly and encourage their friends to persevere. For example, children keep scores during a game of badminton and encourage their friends to try again when they miss a shot. Children of all ages play well together. They laugh and giggle while lying on the floor to draw around their bodies with chalk. They add faces and clothes to their drawings and are proud of their creations. The manager deploys staff in all areas of the setting to ensure children are effectively supervised. Staff know the children very well and have developed good bonds with them. For example, some staff also work in the school children attend, which helps young children settle and provides a continuity of care.

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

- Parents are happy with the care the after-school club provides and would highly recommend it. They comment that their children love coming to the club, they enjoy the activities on offer and like the food provided.
- Staff provide sociable mealtimes, where children enjoy sitting together and chatting to their friends. Children eat a healthy snack and light tea while at the club. They follow instructions and have good manners saying please and thank you.
- Staff include children's views when planning activities. For example, children make mind maps of activities they would like to try. This gives children ownership of their learning and shows staff value their ideas.
- Children are creative and use their understanding of mathematical concepts in play. For example, children decide to make a shop and their friends join in. They help to make money by cutting out shapes and writing on number amounts. They then use the resource in their play. This encourages children to use their mathematical skills, share their ideas and work together.
- Staff observe and extend children's play. For example, children use chalks to draw a road across the playground. Staff commentate on their play and encourage children to keep going and make the road longer. This enables children to be freely creative on a large scale.

- Staff have high expectations for good behaviour and children help create the club rules. For instance, children write a 'handful of rules', which includes being respectful and kind to each other. This promotes positive attitudes and gives children the opportunity to manage their behaviour.
- Staff teach children to be safe online. For example, staff talk to children about internet safety. Children learn how to use technology, supervised by staff, as they play matching shape games together. This provides the opportunity for children to use technology safely.
- Children enthusiastically talk about what they like to do at the after-school club. They enjoy the activities on offer, such as play dough and football and especially like playing with their friends.
- Children with special educational needs and/or disabilities are very well supported. Staff utilise the specialist knowledge of teachers who teach children that attend the club and they borrow resources to ensure the activities they provide are inclusive.
- The management team is passionate and constantly evaluates practice to develop the provision. Staff have regular supervisions and say they are very well supported in their role. The manager leads regular team meetings that provide opportunities to share good practice and develop staff knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities to keep children safe. They complete risk assessments to ensure the play area and resources are suitable and safe to use. Staff recognise the signs that might indicate a child is at risk of harm or abuse. They know the procedures to follow to record and report their concerns. Staff also understand how to report any potential concern regarding adults working with children. There are procedures in place to ensure children have the correct food and medication. The manager completes recruitment checks to ensure staff are suitable to work with children.

Setting details

Unique reference number	2633657
Local authority	Surrey
Inspection number	10285492
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	3 to 11
Total number of places	30
Number of children on roll	48
Name of registered person	Wellyboots Day Care Limited
Registered person unique reference number	2633656
Telephone number	07967028418
Date of previous inspection	Not applicable

Information about this early years setting

Wellyboots Day Care after-school club registered in 2021 and operates within St. Stephens C of E Primary School in Godstone, Surrey. It operates Monday to Friday, 3.15pm until 6.15pm, term time only. The after-school club employs five staff, of whom three are qualified to level 3 or above.

Information about this inspection

Inspector
Lisa Smith

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 joined the inspector on a learning walk and talked to the inspector about how they involve children in their planning and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and deputy about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.

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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