

Inspection of Moose

Victoria Park Primary School, Atlas Road, Bristol BS3 4QS

Inspection date: 16 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 enter this safe and nurturing club excited to start playing. Staff greet them warmly and ask children about their day at school. They listen to children's responses and show that they are genuinely interested in how they are feeling. For example, staff sit with children who arrive upset and give them extra attention and care until they are settled.

Children are highly engrossed in the activities and resources. Staff offer children choices and follow their interests during the sessions. For example, they ask children what they would like to do outside and help children to collect the resources needed. Staff place a high priority on providing activities children will enjoy. They ask children what they would like to play with, and use the suggestions children have written and placed in the 'suggestion box'. They use these ideas to buy new resources and plan activities that children find engaging.

Children enjoy a range of activities, both inside and outside. Younger children build their social skills inside playing games and taking turns. They show high levels of resilience and positive play outside. For instance, children take it in turns to throw balls into hoops, they encourage each other to keep going and celebrate together when they achieve. Older children play hide and seek with adults. They enjoy playing and building good friendships with their friends from other schools. They laugh as they chase each other and play happily alongside others.

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

- Staff know the children well. They select specific activities and resources that follow the children's interests. They continue children's learning from the work they have been doing in schools. For example, staff support younger children to write their names and play number games. They offer forest school activities which children have been enjoying in school. Children say they like coming to the club and think the staff are 'fun'.
- Children understand the rules and routines of the club. Staff offer calm explanations for the rules. For instance, staff remind children they should not run inside and explain that someone could get hurt. Children respond positively to these reminders and behave well.
- Leaders and staff have high aspirations for the club. They use regular supervisions and weekly staff meetings to reflect on what is going well and what they feel could be improved. Consequently, the club is continually improving. They select training that directly benefits the children who attend. For example, staff use sign language training to support young children with speech and language delays.

- Staff promote children's health. They provide nutritious snacks and water for children to enjoy. Children wash their hands on arrival at the club and before eating. Staff ensure that children are hydrated and encourage children to drink at regular intervals. For example, they blow the whistle when children are playing outside for a 'water break'. Children show they know the routines to follow and have a drink before returning to their play.
- Staff communicate with the schools children attend. They gather important information from teachers. For instance, they collect children with special education needs and/or disabilities from their classrooms and use updates from the teacher to meet their needs. They try to provide consistency in their approach, so children are settled and happy at the club.
- Staff celebrate the cultures of the children who attend the setting. They also introduce new cultures to children through themed activities. Staff are good role models and are kind and respectful to adults and children. Children show respect for others and are prepared for life in modern Britain.
- Staff organise the club sessions well. They deploy themselves around the setting and ensure they can meet the children's care needs. They use cones to section areas outside, so children can play different games safely without being disturbed by others. For example, children have separate areas to play football, use chalks to draw, act out stories, play with water trays, skip and play basketball. Children benefit from the variety of choice that encourages children with different interests to play in the fresh air.
- Communication with parents is good. Staff use newsletters, emails and daily collection times to pass on information to parents. Parents feel well informed about their child's care. They say children are safe and enjoy their time at the club.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff have a good knowledge of how to safeguard the children in their care. Staff attend regular child protection training. They build on their knowledge through quizzes in weekly staff meetings. Staff know the signs that may indicate a child is at risk of abuse. They know the relevant people to inform in the event of a child protection concern, including outside agencies. Staff are vigilant about the safety of children. For example, they conduct termly fire drills and make sure all children know the safe evacuation procedures. They ensure walks from schools to the club are safe and they supervise children closely.

Setting details

Unique reference number	2638866
Local authority	Bristol City of
Inspection number	10289511
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	60
Number of children on roll	170
Name of registered person	Malago Play Association Ltd
Registered person unique reference number	RP520935
Telephone number	07305083381
Date of previous inspection	Not applicable

Information about this early years setting

Moose registered in 2021. It operates from a building in the grounds of Victoria Park Primary School, Bristol. The club opens during the school term on weekdays from 3.15pm to 6pm. It offers a holiday club during the school holidays, Monday to Thursday, between 8.30am and 6pm. There are nine staff working with children. Of these, five hold a relevant level 3 qualification and three have a qualification at level 2.

Information about this inspection

Inspector

Rebecca Martin

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 spoke to children, to find out about their time at the club.
- Staff spoke to the inspector during the inspection.
- Leaders discussed their evaluation of the setting with the inspector.
- Parents shared their views about the club with the inspector.
- The inspector observed the interactions between staff and children.
- The inspector observed the walk from one of the schools children attend to the club site.

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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