

Inspection of Simply Out of School Haydon Abbey

Haydon Abbey County Combined School, Weedon Road, Aylesbury HP19 9NS

Inspection date: 22 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 demonstrate that they enjoy attending the club, which offers them a welcoming and fun environment after their day at school. Staff keep children safe. They have robust procedures in place to ensure children are supervised closely when they move from school or pre-school to the club. Children behave well, they pair up with a friend and understand how to walk safely along the road.

Children enjoy taking part in the wide variety of activities on offer. Staff take the time to listen to what children have to say and tailor activities to their individual interests. For instance, children have an input in the activities they would like to engage in at the club and are encouraged to put their ideas into the 'suggestion box'.

Outdoors, children enjoy being physically active and take part in ball games to help build their developing coordination skills. They squeal with joy as they run around and successfully catch the ball. Children say they 'like attending the club and enjoy playing with their friends'.

Children show they feel happy, safe and secure at the club. They have warm bonds with the staff who care for them. Efficient key-person arrangements are in place to ensure that younger children's needs are met.

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

- Staff ensure that the club is well resourced and that children have an abundance of activities to choose from. For example, some children are highly engaged testing their construction skills with building blocks, while others show high levels of enjoyment building train tracks. This supports children's concentration level well and helps them to persevere with tasks. Staff are nearby to support children if they need further help.
- Staff sit with children at mealtimes and encourage them to be polite. This helps children to learn about the importance of good manners and the pleasure of eating with others. However, the provider has recognised that independence skills could be encouraged further during mealtimes, such as children pouring drinks for themselves.
- Staff at the club also work at the school that the children attend. This means they know what the children have been doing and learning at school. They use this knowledge well to engage children in conversations about their day at school. Furthermore, the provider has regular meetings with school leaders to ensure that relevant information is shared appropriately. Nevertheless, the provider has recognised that staff do not currently obtain as much information,

from school, about children who attend on an ad-hoc basis, to best meet their individual needs.

- Staff have established clear routines which provide children with a good structure at the club. This keeps children occupied and ensures their needs for rest and refreshment are addressed. For example, fresh drinking water is freely available and children can relax in the reading area of the club.
- Children benefit from a range of well-planned and stimulating activities. For example, they enjoy arts and crafts activities and are confident to express their ideas. Children are engaged and show high levels of concentration as they test their creative skills on the junk modelling table. Staff are on hand to help younger children and praise them for persevering with their cutting and gluing skills. This supports children's creative skills and further supports their physical development as they strengthen their small muscle development.
- The provider ensures staff have completed robust training and recruitment procedures. Regular appraisals and supervision schedules enable staff to provide excellent care. Staff speak positively of the manager and provider and report that they feel well supported. Ongoing training opportunities help staff to support the children in their care further.
- The provider gathers valuable information from parents, prior to their children starting, including medical and dietary requirements. This helps to ensure children's individual interests and personal needs are met. Staff exchange information with parents daily so they are fully aware of their children's day and to provide continuity of care.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their role to keep children safe. They are aware of the possible indicators that could suggest a child is at risk of harm and know the correct procedure to follow if they have any concerns. Staff complete regular safeguarding training to keep their knowledge up to date. Recruitment and other procedures are in place to enable leaders to check that staff are, and remain, suitable to work with children. Staff complete daily risk assessments of the areas the clubs uses, indoors and outdoors. Additionally, staff practise regular fire drills with the children to enable the safety of all individual on the premises.

Setting details

Unique reference number	2633794
Local authority	Buckinghamshire
Inspection number	10286011
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	17
Number of children on roll	59
Name of registered person	Simply Out of School Ltd
Registered person unique reference number	2633798
Telephone number	01656372910
Date of previous inspection	Not applicable

Information about this early years setting

Simply Out of School Haydon Abbey @Haydon Abbey School and Preschool, Aylesbury registered in 2021. The after-school provision operates from 3pm to 6pm on Monday to Friday, during term time. There are three members of staff who work directly with the children.

Information about this inspection

Inspector
Katharina Hill

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector visited all areas of the premises used by the club.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact on these.
- The inspector looked at a sample of the documentation. This included evidence about suitability and records.
- Discussions were held with staff about their understanding of safeguarding.
- The inspector spoke to parents, staff and children on the day of the inspection and took their views into account.

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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