

Inspection of Clubland @ Claygate Primary School

Claygate Primary School, Foley Road, Claygate, ESHER, Surrey KT10 0NB

Inspection date: 25 May 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 entering this before- and after-school club. Staff enthusiastically greet children, and they clearly feel safe and secure. Children settle quickly and demonstrate that they know the routine. For example, they take care of their belongings and put them in the correct places. Staff further extend this to encourage children to be independent, such as older children walking to their own classrooms at the beginning of the school day. Children have a breakfast on arrival and make healthy choices. They sit together and wait patiently at the breakfast table. Staff promote children's social and communication skills, for example, they sit with children and talk to them about the day ahead.

Children have access to plenty of outside space and enjoy activities in the fresh air. For example, they use the playground equipment, negotiate climbing and practise balancing. This ensures that all children regularly take part in physical exercise. Children behave well and listen carefully to instructions. They are aware of the rules and boundaries of the club. They are quick to respond to instructions such as tucking chairs under the table and walking to their classrooms. Children form good relationships with staff and clearly respect them. They make friends and interact well together, using their imagination to create their own games.

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

- Staff carefully plan the environment to provide activities to engage children attending the club. Children have access to a variety of resources. Overall, these meet the needs of the various age groups attending the club. For instance, there is a table where children can be creative with arts and crafts activities or quietly sit and read a book. For older children, resources available include a football table and a pool table. However, on occasion, younger children are not always quick to engage in activities and need a little more encouragement to do so.
- Staff have high expectations for children's behaviour. Children are consistently reminded of those expectations. The club is an inclusive setting that meets the needs of all children. This includes children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. This ensures that every child is fully supported and included in all areas. Children take care of themselves. For example, staff teach them the importance of washing their hands before breakfast and taking themselves to the toilet. Children are confident and enjoy their time at the club.
- Staff encourage children to become confident learners. They identify that children need more one-to-one support to help them learn, as a result of the COVID-19 pandemic. Staff encourage this area of development and plan group activities for children to get involved in. This supports children to learn as a

group and interact with others. For example, while waiting for school to start, children and staff sit together and play a 'guess the animal' game.

- Parents are very complimentary about staff and say how happy their children are attending the club. They state that staff fully support all children, particularly children with SEND. Parents say they receive regular communication about their children and the club. For example, at drop-off and pick-up times and through a newsletter. Parents say staff are very friendly and approachable. Many parents send siblings to the club as they like that children of all ages get time to interact together.
- Staff feel very supported by the manager. They believe their well-being and mental health is a priority. Staff can approach the manager at any time to discuss any concerns. They are a close-knit team who work well together. Staff say there is a comprehensive training package to complete as a new member of staff. For example, they have access to further training online and face-to-face training as and when identified. Staff attend regular meetings, such as on a one-to-one basis and as a team. They use this opportunity to discuss safeguarding and planning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in their role of safeguarding children and knowledge of child protection. They securely identify the signs of abuse and the process to follow. Staff know who the designated safeguarding lead is and who to escalate a concern on to. They know where to find more information and contact details if they do have a concern about a child or an adult. The manager implements a thorough safer recruitment process. Staff extend their knowledge of safeguarding by attending further training. For example, they have completed courses on forced marriages and county lines. Staff continuously strive to ensure that the environment is safe and secure for children.

Setting details

Unique reference number	EY375206
Local authority	Surrey
Inspection number	10285762
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	5 to 11
Total number of places	117
Number of children on roll	117
Name of registered person	Clubland Playscheme Ltd
Registered person unique reference number	RP903166
Telephone number	07957 435818
Date of previous inspection	18 October 2017

Information about this early years setting

Clubland at Claygate Primary School registered in 2008. It is located in Claygate, Surrey. The setting provides a breakfast- and after-school care club each weekday from 7.15am to 8.45am and from 3.05pm to 6.15pm, during term time only. There are seven members of staff who work with the children.

Information about this inspection

Inspector

Lynne Murray

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 and inspector completed a learning walk together of all areas of the club used for early years children.
- Children communicated 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 observed the quality of provision being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The leaders 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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