

# Inspection of St Claire's at Jewell Academy

Jewell Academy, Jewell Road, Bournemouth BH8 0LT

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Inspection date: 3 October 2023

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are excited to attend the out-of-school club after their school day. They are happy, relaxed, and comfortable at the club. Children are aware of the rules and routines and have good relationships with each other. Staff encourage children to use their good manners. They praise children's good behaviour and achievements. Staff quickly respond when children need them. This helps children to feel secure, valued and listened to.

Staff organise the environment well and provide a wide range of stimulating resources, which meet the ages and needs of each child. They involve children when planning and ensure that activities meet their different interests. For example, children talk with excitement as they learn how to make marks using tin foil, colouring pens, and water. Children also relax in quieter areas of the club, sharing stories with staff. These opportunities help children to be curious and deeply engaged in their chosen play and activities. Children enjoy being physically active outdoors. They practise travelling along a balancing trail and play football. Staff are successful at promoting children's physical and emotional well-being.

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

- Staff are friendly and caring. They have an effective key-person system for younger children. This helps children to develop trusting relationships and secure bonds with staff. Staff effectively support children's emotional well-being.
- Children concentrate hard on their chosen task. Staff give children the time and space to problem solve themselves, and then engage them in good conversation to talk the process through. However, high-quality purposeful interactions are not consistent. At times, staff do not make the most of opportunities for discussion.
- Staff have high expectations of children's behaviour. They have meaningful conversations with children, who listen to one another's views and opinions. Staff use and model respectful interactions and this has a positive influence on the children's behaviour towards each other.
- Children understand hygiene practices, such as washing their hands before snacks. Healthy food options offer opportunities for children to be independent. They help themselves to carrots, cucumbers, apples, pineapple, pea crisps, cheese, and pickles. Older children competently use tongs to transfer food to the younger children's plates.
- The management team places high importance on keeping children safe. The club has sole use of an indoor space, and the premises are secure. Staff risk assess to ensure that areas used by children are safe and suitable for their needs. Robust procedures are in place for dropping off and collecting children to

ensure their safety.

- Partnerships with parents are effective. Before children start, staff gather information about the children's individual needs from parents and teachers at the host school. However, not all staff know the languages and heritages of all the children. Therefore, their interactions are not always as sharply targeted. During daily feedback, staff pass on relevant messages to parents, which helps children to receive consistency in care. Parents speak very positively about the club and the activities staff provide.
- The manager and staff team work together well. The management team have a positive attitude to ensuring staff's well-being. Staff say they feel very well supported. They receive regular supervision sessions, which ensure they understand their roles and responsibilities within the club. Staff complete mandatory training and the management team provides opportunities for further training. This ensures staff develop their skills and practice to suit the needs of the children. The management team routinely evaluate the setting and is open to suggestions on ways to improve the club.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a clear understanding of the club's safeguarding procedures. They know what to do if they have concerns about a child's welfare. Staff understand the procedures to follow should there be a concern, or an allegation made about a member of staff. The management team ensure that staff receive regular training to update their knowledge of safeguarding matters. This includes wider issues, such as being exposed to extreme views. Children respond well to the staff's high expectations and listen to instructions to keep themselves safe. For instance, they know to stay in line when moving to another area of the extensive premises. Staff provide good supervision and keep children safe in all areas of the provision.

## Setting details

<b>Unique reference number</b>	2652291
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10308701
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Safe and Sound Childcare CIC
<b>Registered person unique reference number</b>	RP532791
<b>Telephone number</b>	07825877308
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St Claire's at Jewell Academy registered in 2021 and operates from Jewell Academy, in Bournemouth, Dorset. It is one of four privately owned out-of-school provisions. The breakfast club is open from 7.45am to 9am and the after-school club is open from 3pm to 6pm, Monday to Friday, during term times. A team of two staff are employed to work with the children. Of these, one holds an appropriate childcare qualification at level 3. The manager holds a qualification at level 2 and is working towards level 3.

## Information about this inspection

### Inspector

Rachel Cornish

## 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 management team showed the inspector around areas of the school premises used by children, and explained how children's participation and development are supported and encouraged.
- The inspector observed the quality of interactions between staff and children and assessed the impact of these on children's engagement with activities.
- The inspector looked at documents. This included evidence of staff suitability to work with children, relevant policies, and evidence of staff professional development.
- The management team met with the inspector and discussed leadership of the club, including arrangements for the storage of information and records, risk assessments and safeguarding.
- The inspector spoke with children, parents, and staff as part of the inspection.

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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