

# Inspection of Wacky Snacky Club

All Saints Primary School, Vicarage Road, NEWMARKET, Suffolk CB8 8JE

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Inspection date:

3 October 2023

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

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Met

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

### This provision does not meet requirements

Weaknesses in leadership and management affects some of the children's daily experiences at the club. For example, indoors, many children enjoy taking part in a group dodgeball game. However, staff do not fully consider the impact of the positioning of this activity on children who choose not to play but prefer to engage in quieter activities.

Despite this, children arrive happily, excited to see their friends. They are eager to use the outdoor space, which is available for the first part of the after-school-club session. Children clearly relish being outside in the fresh air, where staff provide opportunities for children to be physically active. Children balance and carefully manoeuvre along the wooden trim trail, and they practise skills such as throwing, catching and kicking balls. Staff join in with children as they play at their chosen activity. They are attentive and ask children questions. This creates a positive atmosphere for children.

Staff praise children for positive behaviour and support them to understand rules and expectations. They work well as a team to manage children's unwanted behaviour. Staff talk about what will happen next, and children show that they are familiar with the daily routines. They support children to maintain healthy lifestyles. Children wash their hands before eating and enjoy a range of healthy options at snack time.

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

- The provider does not have effective systems in place to monitor staff performance and support them to further develop their skills. They explain that they intend to provide staff appraisals and supervision meetings. However, these have not been implemented.
- The provider does not ensure that relevant information is gathered from parents about their children when they first start at the club. This means that staff are not fully aware of children's backgrounds or likes and dislikes. As a result, staff do not always have the relevant information to be able to support children's individual needs. Staff are, however, aware of any children's medical needs, which helps to ensure that children's health is protected.
- The provider does not ensure that younger children are allocated a key person. This means that there is not a specific named member of staff to take responsibility for these children's experiences at the club and to engage with parents. Staff rely on working in the school during the school day to gain some information about the children.
- The provider and the staff have a close, working relationship with the host

school, and the club has recently re-located to operate from rooms within the school. Children listen to, and follow, staff's instructions, for example, as they move from the school library to the hall. However, the provider has not fully considered the organisation of the environment. This means that there are occasions when children are not engaged at an activity or do not have a quiet space to relax and unwind comfortably.

- Staff closely supervise children to ensure that they remain safe. They complete checks of the areas children use and undertake regular head counts. Staff use walkie-talkies to provide ongoing communication with each other. They manage any children's accidents that occur effectively, recording the relevant information and informing parents and carers appropriately.
- Children speak very positively about the club and talk about the activities they like to do while attending. Parents are happy with the service that is provided by the club, stating they are reliant on the club because of work. They comment that their children enjoy being at the club, both morning and afternoon.
- Staff have a good understanding and demonstrate a strong commitment to supporting children with special educational needs and/or disabilities. They meet their care needs well and support them to access the activities that are available.
- The provider has plans in place to further develop the club. Staff's and children's views are valued and responded to positively. For example, the committee listen to, and consider, children's ideas for the types of new equipment and resources to be purchased.

## Safeguarding

The arrangements for safeguarding are effective.

Despite the weaknesses in leadership and management, children are safe. This is because staff have a secure understanding of their role to protect children from harm. They know the possible signs of abuse and neglect and understand the wider issues surrounding child protection. Staff are confident about what they need to do should they have any concerns about children's welfare. They complete safeguarding training within the school and keep up to date with local child protection procedures. Visitors to the club do not have unsupervised access to children. They are given clear information on arrival at the school about what they should do if they have a safeguarding concern about a child during their visit.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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put in place effective arrangements for the supervision of staff to ensure they receive support, coaching and training to promote the interests of children and maintain continuous improvement	04/12/2023
improve the arrangements for partnership working with parents to support staff's understanding of all children's individual needs	04/12/2023
ensure a key-person system is in place for all early years children	07/11/2023
ensure the environment is organised in a way that meets the needs of all children, providing them with the opportunity to rest and relax as they need.	07/11/2023

## Setting details

<b>Unique reference number</b>	251706
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10312693
<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 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Wacky Snacky Club Committee
<b>Registered person unique reference number</b>	RP907826
<b>Telephone number</b>	07305 088821
<b>Date of previous inspection</b>	29 June 2021

## Information about this early years setting

Wacky Snacky Club registered in 1998 and operates from All Saints' CE Primary School, Newmarket. The club employs six members of childcare staff. Of these, two hold appropriate qualifications at level 3. The club opens from Monday to Friday, during term time. Sessions are from 7.30am to 8.35am and from 3pm to 5.15pm.

## Information about this inspection

### Inspector

Karen Harris

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the areas children use at the club and discussed the safety and suitability of the premises.
- The children spoke to the inspector about what they enjoy doing while at the club.
- The inspector made observations throughout the inspection of children's experiences.
- The inspector spoke to parents and staff during the inspection and took account of their views.
- Representatives from the management committee and the inspector held a meeting together. The inspector viewed 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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