

Inspection of 5 Star Club

Bishop Ellis RC Primary School, Barkby Thorpe Lane, Thurmaston, Leicester LE4 8GP

Inspection date:

9 November 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 warmly welcomed by staff when they arrive at the club in the morning. The staff know the children well and initiate personal conversations which engage and encourage them to come into the club. These interactions support the children's emotional needs and help them feel confident, safe and secure. The club operates within two rooms and an outside area. Staff assess ways to ensure that older and younger children can interact and play with each other. For example, younger and older children take part in a game of crab football where they cheer each other on and praise each other for their achievements. This supports their social and emotional needs.

Children form meaningful relationships with other children. They share ideas and problem-solve. For example, when children notice there are no poppy stalks for the play dough activity, they decide to colour some paper and cut some out. Staff praise the children for their excellent problem-solving. This encourages children to think about other problem-solving options in their play.

Children have access to the attached school's playground before the start of the school day. Staff encourage them to manage risks and build resilience if they trip or fall by reassuring and encouraging them to rejoin the activity.

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

- Parents are complimentary about the club. They are pleased that their children are always happy to attend and are supported well by the staff at the start of their children's school day. One parent said they felt reassured that staff administer children's medication safely and ensured it was in a safe and secure place.
- Staff use their knowledge of the learning taking place in school to inform their activity planning. For example, children who have homework linked to writing numbers from one to five are supported with this by staff in the club. Children have individual whiteboards, pens and coloured cubes to help support their learning and further develop their number skills.
- Staff encourage children's independence skills. For example, children put on and take off outdoor clothing. Children who struggle are confident to ask for help. Staff provide the correct levels of support to ensure children develop skills with buttons and zips.
- Staff feel well supported by leaders and managers and are encouraged to continue their professional development. Staff talk confidently about recent training and development opportunities and how they use a parent hub to share recent research with parents to keep them up to date with the club's current

initiatives.

- Staff demonstrate an awareness of each other's specialisms and how these complement what they do in their practice. For example, staff wrote a dissertation about staff supervision and how childcare practice is adapted in response to this.
- The staff engage well with the children. Children have fun and laugh with the staff as they share ideas and social interactions and enjoy their time at the club.
- Staff extend activities and children's understanding as they ask thought-provoking questions. For example, a conversation about poppies leads to staff asking if children knew what purple poppies represented. This leads to further conversations about animals' roles in the war.
- Staff support children to manage their own personal hygiene practices. For example, staff oversee toileting and handwashing from a short distance away while reminding children to wash their hands after using the toilet and prior to serving themselves breakfast.
- Staff actively encourage older and younger children to join in and interact with each other across a range of activities. For example, during a game of chase across the playground, older children provide ideas to help younger children and stop them from being caught by the staff who are chasing them.

Safeguarding

The arrangements for safeguarding are effective.

The staff team demonstrates a secure understanding of safeguarding and how to keep children safe. The manager regularly uses a 'Safeguarding Jar' filled with scenarios at team meetings to help staff consider and discuss possible safeguarding concerns. Consequently, staff know how and where to raise concerns, including with the local authority designated officer. They demonstrate an awareness of children who may be at risk of radicalisation and how adult behaviours may raise a concern that should be monitored and reported. Staff ensure areas of the club are assessed for risks. They help children learn to keep themselves safe during outdoor play.

Setting details

Unique reference number	EY374024
Local authority	Leicestershire
Inspection number	10289320
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 9
Total number of places	50
Number of children on roll	38
Name of registered person	Beaver Childcare Ltd
Registered person unique reference number	RP528037
Telephone number	07918083002
Date of previous inspection	21 November 2017

Information about this early years setting

5 Star Club registered in 2008 and is located in Thurmaston, Leicestershire. The club employs six members of childcare staff. Of these, three hold early years qualifications at level 3, two hold qualifications at level 7, and the manager has an early years qualification at level 4. The club opens Monday to Friday, during term time, from 7.30am to 9am.

Information about this inspection

Inspector
Julie Addison

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 with the staff, the children and the parents during the inspection.
- The inspector held discussions with the manager and the staff.
- The inspector observed interactions between the staff and the children during the inspection.
- The inspector reviewed a sample of documentation, including the suitability of staff and first-aid qualifications.
- The inspector held a discussion with the manager and the staff about the training and support they receive and how this improves their understanding and practice.
- The inspector spoke to several parents during the inspection and considered their views.

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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