

Inspection of Appletree ASC/BC/HPC Grenoside

Grenoside Community Centre, Main Street, Grenoside, Sheffield S35 8PR

Inspection date:

27 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 happy, safe and well cared for in this after-school club. Staff collect children from school and chat with children as they walk to the after-school club. They constantly consider children's safety and check the register as they leave school and when they arrive at the after-school club. Children arrive excited to start their session.

Staff prepare the after-school club each day with a range of activities. Children choose activities which interest them, including a pretend shop with jewellery and sunglasses, and a model-making area with recycled boxes and packaging. This supports the children to be confident and settle easily into the familiar routine. Children know what is happening now and next and what is expected of them. For example, when children have finished eating, they return their plates and cups to be washed.

Staff get to know children well and are affectionate and kind. They sit and listen to children as they narrate their drawings. This supports children's communication and language skills. Children listen to staff and respond well. They speak clearly, even when the noise level is high.

Children are supervised well and have free access to a large outdoor area. Staff encourage children to play outside in all weathers. Children have freedom, develop their independence and learn to assess and manage risks. For example, they use torches and scooters with lights to ride around in the dark.

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

- Staff and leaders have developed a strong relationship with the local school, so that collection times from school are handled sensitively. This helps to provide continuity of care and smooth transitions for the youngest children.
- Staff offer children lots of resources for writing and drawing. Children know where to find resources and they help themselves. Younger children ask for specific equipment. They accompany staff to look in the big storage cupboard and choose. However, some children say they do not know the names of all staff. This impacts their ability to participate and ask for help.
- Staff are deployed around the setting, so that they are available for children. Children are curious and engaged. They chat with visitors and ask questions. Children make choices about how they spend their time. For example, some children play a card game of 'yes' and 'no' with staff. Younger children listen intently while staff read the questions. Children playfully take turns to answer. Some children play ball games and some settle in other areas with books and

puzzles.

- The environment is stimulating and busy. Staff respond sensitively to children's energy levels. They model good behaviour and reward children with praise and 'sparkles'. These are collected in a jar and when full, children help to choose new resources. Children are involved in developing positive behaviour guidelines. They make suggestions and create a display of positive behaviour statements, including 'be helpful' and 'be kind'.
- Leaders liaise with other professionals, such as the local special needs inclusion playcare service. Staff sensitively support children with special educational needs and/or disabilities. They gather information about children and families when children register. Leaders share information with parents by email and gather their feedback in a questionnaire. Staff share information with parents in daily conversations.
- Staff display information about the after-school club for parents. Parents say that they are grateful for the after-school club and that their children 'really love' coming. They comment that the settling-in process is valuable and that their children develop a sense of community and belonging from being with other children.
- Leaders have clear roles and responsibilities and undertake training in their specialist areas. They have robust systems for recording, storing and monitoring information. Leaders follow up any concerns which are raised and record resolutions.
- Staff record children's accidents, incidents, allergies and dietary requirements clearly and monitor them regularly. They have allergy care plans in place for children with allergies and store medication safely.
- Leaders use safer recruitment procedures. All staff have an induction and their interests and training needs are identified during appraisals and supervision meetings. Staff work well together. For example, they share responsibilities for being outside and meeting parents. Leaders ensure that established staff work alongside newer staff members to provide continuity and support.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the types of abuse and are sensitive to the signs of possible abuse. They undertake safeguarding training and recognise the importance of noticing changes in children's behaviour. All staff know who their designated safeguarding lead is and know the importance of raising their concerns. Leaders receive regular updates about safeguarding procedure and share these with staff. Staff know where to find contact numbers to ask for guidance or to make a referral about an adult or a child. The after-school club has a fire escape procedure in place. Staff and children practise their fire drill. Staff complete attendance registers accurately. They closely supervise children when they are outside.

Setting details

Unique reference number	EY368533
Local authority	Sheffield
Inspection number	10301348
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 11
Total number of places	36
Number of children on roll	152
Name of registered person	Appletree Childcare (Sheffield) Ltd
Registered person unique reference number	RP527549
Telephone number	01142 571 427
Date of previous inspection	22 January 2018

Information about this early years setting

Appletree ASC/BC/HPC Grenoside registered in 2008 and is located in Sheffield. The club employs 10 members of childcare staff, of whom 5 staff have an appropriate qualification at level 3 and all other staff are qualified to level 2. The after-school club opens each weekday, during term time. Sessions are from 7.30am to 8.45am and from 3.15pm to 6pm. The club also operates during the school holidays, from 8.30am until 6pm, Monday to Thursday.

Information about this inspection

Inspector

Caroline Brooks

Inspection activities

- This was the first routine inspection the after-school club 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 after-school club.
- The assistant manager showed the inspector the areas used by the after-school club and explained how it is organised and staffed.
- The inspector joined staff and children on the walk to collect children from school.
- The inspector held a number of discussions with the assistant manager and staff.
- The inspector looked at relevant documentation about staff's suitability.
- Children spoke to the inspector during the inspection.
- The inspector observed play, activities and interactions between children and staff.
- The inspector took account of the views of parents through discussions and written feedback provided.

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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