

Inspection of Premier Wraparound Care The Bellbird Primary School

The Bellbird Primary School, Link Road, Sawston, Cambridgeshire CB22 3GB

Inspection date:

30 November 2023

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children demonstrate they feel happy and safe at this friendly, busy club. Staff support children's emotional well-being effectively. They have a secure procedure for the transition of children from their classrooms to the club. This results in children settling in quickly and they have a strong sense of belonging. Children are eager to engage in games, exercise and creative activities. Yoga is of particular interest to the children. Both children and staff join in with enthusiasm. Children move and stretch their bodies, which creates positive hormones and supports their health and well-being.

Children enjoy taking part in craft activities. Staff find out what topics children are covering at school. They link their planned activities to the same themes, such as celebrations. This helps to embed children's learning in a relaxed, creative way. Staff join in activities alongside children. They interact very warmly as they discuss what they are doing and talk about their day. Children know what staff expect of them. They behave well and show care towards their friends. Staff are good role models and they teach children the importance of manners, respect and acceptance.

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

- The managers and staff demonstrate a strong commitment to their work at the club. They are all aware of their roles and deploy themselves effectively. Staff use walkie-talkies to communicate to staff who are in other areas of the school. These effective procedures help to make sure all children are supported and supervised at all times.
- Children have many opportunities to make independent choices, such as where and what they would like to play. This results in children being continually engaged in activity. Older children make positive suggestions to younger children of what might help, such as when they are making towers from stacking cups. Their interactions are amicable and the younger children are very pleased with their achievements.
- Staff provide children with many opportunities to be physically active. An online dance programme is enjoyed by all. Staff enthusiastically model dance moves to children, which results in a fun-filled time for all. At other times, children enjoy taking part in team games, such as dodge ball. Activities, such as these, have a positive effect on children's health and well-being.
- Children understand the rules and values of the club. Staff reinforce these throughout, such as they help children to think about the consequence of their actions on others. For example, as children crawl around while others are dancing, staff ask them to think of what could happen. Children show they

understand the risk to others and quickly modify their behaviour.

- Partnership working is good. Staff work exceptionally well with the host school. The headteacher has high regard for the club and the support the staff provide for children. Parents talk positively about the club. They say their children enjoy the activities staff provide. Parents feel their children are happy and safe and that the staff care for them well.
- Managers support staff through regular supervision meetings and team meetings. This ensures that any training needs are identified and professional development of staff is tailored to their needs. Staff comment that they feel highly supported by their managers and have many opportunities to grow and progress through the company. Consequently, staff feel valued and enthusiastic in their roles.
- Managers have secure systems in place for evaluating the provision and reflecting on practice. The views of staff, children and parents are gathered and reviewed. Managers and staff identify areas of practice that need changing. They make adaptations to routines and activities to ensure that children's needs are constantly being met.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff understand their role in child protection and safeguarding. They have a secure understanding of the correct procedures to follow if they have concerns about a child. Staff confidently describe the signs and symptoms of abuse and know who the designated lead officers for safeguarding are. Safeguarding policies and procedures are well understood. As a result, staff are confident in what they must do should they have any concerns about children's well-being or the conduct of their colleagues. The provider has robust recruitment procedures in place. This ensures all staff are suitable to work with children. The managers lead new staff through an induction; this includes safeguarding and child supervision responsibilities.

Setting details

Unique reference number	2642482
Local authority	Cambridgeshire
Inspection number	10290717
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	45
Number of children on roll	133
Name of registered person	Simpson, Gareth Lee
Registered person unique reference number	2515846
Telephone number	01223 833216
Date of previous inspection	Not applicable

Information about this early years setting

Premier Wraparound Care The Bellbird Primary School registered in 2021. The club opens from 7.30am to 8.45am and 3pm to 6pm during term time. A holiday club operates from 8am to 6pm during the school holidays. The club employs 10 members of staff.

Information about this inspection

Inspector

Jill Hardaker

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 manager and has taken that into account in the evaluation of the club.
- The manager and the inspector had a learning walk around the club, to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities.
- A meeting was held with the manager. The inspector reviewed staff's suitability checks and a sample of policies and procedures was looked at by the inspector. This included documents relating to safeguarding and complaints.
- The inspector held discussions with parents, staff and children at appropriate times throughout the inspection and took account of 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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