

# Inspection of Ribby with Wrea After School Club

Dubside, Wrea Green, Preston, Lancashire PR4 2WQ

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Inspection date:

13 December 2023

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

Children arrive at the club happy and eager to join in activities after their school day. The enthusiastic staff greet children warmly. Children make independent choices when at the club and demonstrate that they know the routines. The environment reflects children's interests and they quickly become engrossed in activities, such as art and drawing. Staff join in and ensure children get involved with something that interests them. The atmosphere at the club is very positive. Staff meet the needs of children well. Some staff work within the host school. They use their existing knowledge of children well to provide support and consistency.

Staff provide children with opportunities to play with their older and younger peers. The 'buddy system', implemented by staff, helps older children to enjoy a sense of responsibility while helping younger children to feel included and valued. Children discuss how to organise games together amicably. For example, together, children set out the rules for a game of 'What's the time Mr Wolf?'. Staff remind children of the rules, helping them to understand the expectations of their behaviour. Children behave well and are always keen to help staff with small jobs, such as packing away resources. Children demonstrate respectful and polite behaviour towards each other and adults.

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

- Staff create a calm and welcoming atmosphere where children develop their confidence and language skills well. For example, staff ask children open-ended questions to encourage conversation, take time to listen and are responsive to their needs. Staff encourage and praise children consistently; this supports their self-esteem.
- Staff offer inclusive care. They liaise with parents and teachers to provide the care and support for children with special educational needs and/or disabilities. They also gather all relevant information from parents prior to their children starting. This ensures that children's well-being is a priority.
- Staff interactions with children are very good. They join children's play when appropriate and offer plenty of praise and encouragement as children learn new skills. For example, children enjoy learning to manipulate the small bricks when building in construction. Staff are good role models and show enthusiasm for their work.
- Staff have high expectations of what all children can achieve. They involve children in activity planning and model kindness and respect consistently. Children and staff treat each other, the environment and resources with respect. Staff work hard to help all children learn to understand and manage their emotions. Consequently, children's behaviour and attitudes towards their play

are positive.

- Staff promote children's good health in a variety of ways. There is a healthy and nutritious snack menu and children freely access drinks and fresh fruit. Staff encourage children to be physically active and draw their attention to the benefits of exercise. These clear and consistent messages from staff support children in making healthy choices.
- Staff establish positive relationships with children. Children are happy and confident and say that they thoroughly enjoy their time at the club. Children take ownership during their time there. For example, children make suggestions for future activities they would like. Staff implement these ideas and this helps children to feel valued and listened to.
- Staff receive good support through supervision and appraisal meetings. They access a variety of training programmes and share best practice with each other. Staff report that working at the club is 'amazing' and that staff morale is high. Leaders value staff and give their well-being high priority.
- Parents are very positive about the out-of-school club. They state that they feel their children are safe and well cared for. They comment that their children thoroughly enjoy coming to the club and the range of activities that staff provide. However, leaders do not consistently gather information from parents to help evaluate the service they provide further.

## Safeguarding

The arrangements for safeguarding are effective.

Recruitment procedures are robust, which helps to ensure that staff are suitable to work with children. Staff receive annual safeguarding training and leaders make sure that this knowledge is up to date. Staff have training in paediatric first aid. They know how to keep children safe and protected from harm. They understand the referral procedures and the steps to follow if they have concerns about children's welfare or the conduct of a colleague. The environment is safe and secure. Staff complete a daily risk assessment before children arrive.

## Setting details

<b>Unique reference number</b>	EY240032
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10305582
<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>	40
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Ribby with Wrea After School Club Committee
<b>Registered person unique reference number</b>	RP520833
<b>Telephone number</b>	01772 685 221
<b>Date of previous inspection</b>	27 February 2018

## Information about this early years setting

Ribby with Wrea After School Club registered in 2003 and operates on the site of Ribby with Wrea Endowed CE Primary School. The club is open Monday to Friday, from 3.15pm to 5.30pm, during term time only. The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3.

## Information about this inspection

**Inspector**  
Suzy Marsh

## 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 completed a tour of all areas of the club to find out how they organise the range of activities provided.
- The children and parents shared their views about the setting with the inspector.
- The inspector held regular discussions with the provider and staff throughout the inspection, to keep them updated.
- A sample of documentation, including evidence of staff suitability checks and evidence of paediatric first-aid training, was reviewed by the inspector.

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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