

Inspection of Peak Time Kids' Club

St Michaels School, School Lane, Hathersage, Derbyshire S32 1BZ

Inspection date:

23 January 2024

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the club eager to see what activities are on offer. Staff warmly welcome the children and explain what is available throughout the session. Children respond positively to the staff and enjoy telling them about their day at school. Staff have well-established rules and routines in place to help children to be safe, secure and healthy. Children know and understand the rules and routines, and follow them well. Staff support the very youngest children when they ask for help or support with routine tasks, such as finding a place to sit at teatime.

Staff give children support and encouragement as they play. For example, when children want to play with balloons, staff join in with the games and help children to make up rules for the games they create. Older children take care of the younger children, making sure they can join in if they wish and making sure they do not miss out.

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

- Since the last inspection, leaders and managers have worked hard to address the weaknesses that were identified. Leaders have devised a new system for children's arrival and departure that means the security gate is locked throughout the sessions and only opened when staff are at the gate at pre-determined times. The provider has supplied Ofsted with the details of all committee members, so that a full range of suitability checks can be completed on each individual. Risk assessments are in place and effective.
- Staff have improved their knowledge and understanding of a range of safeguarding subjects. Alongside having a good understanding of the signs and symptoms of abuse, they now have a greater knowledge of matters, such as female genital mutilation, county lines and the 'Prevent' duty.
- Staff make sure that children are consulted about the activities they want to do while they are at the club. Staff have a theme-based plan to bring extra interest to the activities. Children enjoy the planned activities, but also become engrossed in their independent play, commenting that they enjoy drawing and making models from recycled boxes.
- Staff treat the children with respect and model how to behave towards other people. Children's behaviour towards each other, staff and the club resources shows that they learn from staff. The younger children work well together to play and share resources. For example, two children playing dressing up negotiate a change of the clothes they are wearing without the need for support from an adult. They help each other with fastenings and happily chat as they swap clothes. On the few occasions that children need to be reminded about

how their actions affect others, staff do this sensitively.

- Children learn about life outside of their families and community. Staff use fun activities, such as baby shower parties, to celebrate special occasions with the children. They help children to learn about a range of cultural and faith celebrations through creative and food activities.
- Staff use the indoor and outdoor space well to give children the opportunity to be active and energetic. Indoors, children dance and play games. Outdoors, they play in the dark, using torches to explore. Staff provide quiet spaces for children to enjoy some time to relax after a busy day at school. Meals are nutritious and include foods, such as chick pea curry, cheesy pasta and a range of fresh fruit and vegetables to snack on.
- Staff make sure that they know what children are learning about in school, so that they can have conversations with the children and include fun activities that are linked to school-based learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	206259
Local authority	Derbyshire
Inspection number	10279377
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	30
Number of children on roll	220
Name of registered person	Hope Valley After School Care Group Committee
Registered person unique reference number	RP517238
Telephone number	01433 650004
Date of previous inspection	27 January 2023

Information about this early years setting

Peak Time Kids' Club registered in 1995 and is located in Hathersage, Derbyshire. The club employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one has a relevant qualification from a European country and three are unqualified. The club is open from 7.30am until 8.45am and 3.15pm until 6pm, Monday to Friday, during school term time. The club also opens from 7.30am until 6pm during school holidays.

Information about this inspection

Inspector
Joanne Smith

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken this into account in their evaluation of the provider.
- The inspector viewed the premises and discussed how they are kept safe and secure for children.
- The manager and inspector discussed how the staff organise the activities to provide children with a broad range of experiences.
- Children spoke to the inspector about what they enjoy doing while at the club.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and the children.

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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