

Inspection of Crocodile Club

Stockcross Primary School, Chapel Road, Stockcross, Berkshire RG20 8LD

Inspection date:

30 January 2024

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

All club staff work in various roles within the on site school and know the children exceptionally well. This is extremely beneficial to children and fosters their emotional well-being and self-esteem. On arrival at the club, children show high levels of enthusiasm. They hang up their coats, put away their bags and promptly engage in the wide range of activities staff provide. Children of all ages demonstrate excellent social skills. They play cooperatively and willingly share toys and resources. They organise games together amicably and enjoy imaginary play. The atmosphere at the club is very welcoming and positive.

Staff are good role models. They encourage children to follow the club rules and expectations. Children consistently listen to instructions from staff. They know the routines of the day and help to bring the resources indoors when it starts to get dark. They naturally help to put out the chairs at snack time and wash their hands without prompting.

Staff support children's communication and language well. They listen to children with interest and engage them in thoughtful conversations. For example, children use junk modelling to build rockets. Staff introduce words, such as rocket fuel, to help children describe what they are making. Children are good communicators and express their ideas confidently. They proudly show their creations to their friends and staff.

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

- The manager and staff have a clear vision for the club. They are highly motivated and provide a good experience for all children. Staff work closely together as a team to create a safe and inclusive environment. They seek the views of children and parents when evaluating the setting. This helps to ensure improvements in the quality of the service they provide. Children say that staff listen to them and provide a variety of activities that follow their interests, such as outdoor games and arts and crafts.
- Staff attend regular training, which enhances their skills and knowledge. They also have training in their role at the school, which is highly beneficial for the children at the club. For example, a member of staff is the emotional, literacy support assistant at the school. This means she can provide continuity for children with special educational needs and/or disabilities (SEND) or for those children that need emotional support. Support for children with SEND at the club is strong.
- Parents speak highly of the staff. They say that all staff know their children as individuals and comment on how much their children love attending the club.

They value the effective communication strategies, particularly the digital app where they can view photographs and add comments on the activities their children enjoy.

- Staff offer children plenty of opportunities to keep themselves healthy. For instance, they provide nutritious snacks and engage children in discussion about healthy food options. Children benefit from fresh air and exercise throughout the session. They build on their stamina as they make their way over play equipment and enjoy a wide variety of games and creative activities in the outdoor environment.
- Staff provide a variety of play spaces where children can spend time engaging in play or simply enjoying some quiet time with their friends, such as in the cosy book corner. Older children enjoy playing with younger children and show kindness towards them. For example, they show them how to use the pedal rocket launchers and encourage them to keep trying. Children beam with pride when they succeed in launching the rockets into the air. They are highly engaged in the many exciting activities that staff provide.
- Staff reinforce children's early mathematical and literacy skills in fun ways. For example, children problem-solve and use mathematical language in their play as they engage in construction activities. They use the small muscles in their hands and fingers as they mould pipe cleaners into different shapes. They remain involved in creative activities for long periods, where they practise cutting, sticking and joining different materials. Staff encourage children to sound out letters during games such as 'I spy.'

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	110667
Local authority	West Berkshire
Inspection number	10307828
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	50
Number of children on roll	35
Name of registered person	Crocodile Club Committee
Registered person unique reference number	RP905927
Telephone number	01488 608 356
Date of previous inspection	22 March 2018

Information about this early years setting

The Crocodile Club registered in 1999. The club is located within Stockcross Primary School in, Stockcross Berkshire. The club offers after-school care and is open on Tuesdays, Wednesdays and Thursdays during school term times. The club employs four members of staff. The manager holds an appropriate qualification at level 3 and all other staff hold qualifications that are relevant to their roles.

Information about this inspection

Inspector

Jane Franks

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 her evaluation of the provider.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff.
- The manager, early years lead and the inspector discussed the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged with activities indoors.
- Parents' views were taken into account through discussion and written comments on surveys.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.

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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