

Inspection of The Big Adventure Club

Catherine Wayte

Catherine Waite Primary School, Elstree Way, SWINDON SN25 4TA

Inspection date:

21 February 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

Staff warmly welcome children as they arrive after school from their classrooms. Children show high levels of confidence and are motivated to join in with the well-planned activities. For example, children make medals for their loved ones, make pretend cupcakes from dough and gems, and participate in a game of dodgeball with staff. Children build strong relationships with staff and each other. Staff know the children well and provide activities that they know the children are interested in. Children make mini-origami aeroplanes, and staff join in seeing how far they can fly. All children were confident to talk to the inspector about what they most enjoyed at the club. They talked about how they help each other, commenting that the staff are friendly and approachable, which makes their time in the club more enjoyable.

Staff are positive role models in the way they speak to the children and each other. This helps children to follow the simple rules such as being polite and using kind hands. Staff give clear explanations and help children to understand the implications of their behaviour if there are any issues. The managers build strong relationships with the school, which helps staff support the children.

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

- There are good procedures to monitor and evaluate the provision. For example, staff notice the children are not using the book area, so they introduce beanbags and comfy chairs for the children to use while looking at the books, which has the desired effect, and children use the book area more frequently. Children are very confident to share their ideas about what activities they would like and how staff can support them. Children tell the inspector that staff are good at joining in with their games.
- Leaders implement good recruitment and vetting procedures to ensure staff are appropriate to work with children. There is a comprehensive induction and ongoing supervision and appraisals to make sure staff keep their knowledge up to date. For example, staff regularly update their safeguarding knowledge, including their knowledge of 'Prevent' duty and county lines. Staff are confident to request additional training, such as special educational needs and/or disabilities and e-safety. Management provides staff with opportunities such as training.
- Staff build strong relationships with parents. They are available at the end of the session when parents collect to have a chat about how the children have been. Parents report that their children enjoy coming to the club, and they are confident that the children are safe and well cared for. They are pleased with the communication they receive from the club.

- Children clearly enjoy their time in the setting. The effective key-person system means that staff know their children well and can plan activities that they know the children will enjoy and benefit from, such as gymnastics, being creative and construction.
- Staff promote healthy lifestyles. They are currently involved with a local project promoting being active, enjoying healthy foods and learning how to prepare simple meals. In addition, children have good opportunities to play outdoors, where they develop their large-muscle skills. Staff provide parents with good information on basic recipes, free food, food banks, housing and healthy lunches. This supports children's health and general well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

| | |
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| Unique reference number | EY398627 |
| Local authority | Swindon |
| Inspection number | 10317405 |
| 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 9 |
| Total number of places | 40 |
| Number of children on roll | 179 |
| Name of registered person | The Big Adventure Club Limited |
| Registered person unique reference number | RP911154 |
| Telephone number | 07832304452 07852222766 |
| Date of previous inspection | 21 May 2018 |

Information about this early years setting

The Big Adventure Club Catherine Wayte registered in 2009. The club is open Monday to Friday, from 3pm to 6pm, during school term time. The club employs four members of staff. Of these, three members of staff hold an appropriate early years qualification at level 3 and level 4. The nominated individual holds early years professional status.

Information about this inspection

Inspector

Lorraine Sparey

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 the areas of the premises that the children use, noting that they are safe and secure.
- The inspector spoke to parents to gain their views.
- The inspector completed observations in the base room, hall and outdoors in the playground and discussed the findings with the nominated individual.
- The inspector spoke to staff and children throughout the inspection at appropriate times.
- A meeting was held between the inspector and nominated individual, where the inspector scrutinised documentation such as staff records.

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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