

Inspection of Waterside Play Active Club

Waterside Primary Academy, Blackhorse Avenue, Chesham HP5 1QU

Inspection date: 1 May 2024

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 chat happily with each other as they arrive for their time at this club. They know the routine well and as some children leave to take part in a physical session, others choose from a selection of activities staff have planned. Staff use children's interests and provide resources to support their engagement. Younger children enjoy playing with dinosaurs and older children work together to create models with construction resources.

Staff have clear expectations for children, and they behave well. Children listen to instructions from staff and show that they know what is expected of them. Staff encourage children to mix with each other and work together. For example, children take part in a group physical activity. In teams, they complete obstacle courses. Older children work well with the younger children and support them to complete the course.

Children are provided with opportunities to be creative. For example, children concentrate as they create dreamcatchers. They proudly show their friends and adults their designs. As they draw, they talk to each other about what they are doing and their day at school. This is an area where children can sit quietly after a busy day at school.

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

- The manager and staff receive support from the senior management team. They receive regular one-to-one meetings to discuss their job roles and training needs. Staff are provided with specialised training to support them to meet children's needs. For example, early years training helps staff to understand how they can best support the youngest of children that attend.
- Staff complete regular risk assessments of the premises, equipment, and activities to ensure that children are safe. Children are encouraged to tidy and reminded why they need to keep toys off the floor. Children and staff are respectful towards each other. Staff communicate between themselves to ensure that children are supervised effectively.
- Staff use age-appropriate language when talking to children. They adapt their questions for younger children and engage them well in conversations. Children are asked about their day at school and proudly talk about their achievements. Younger children excitedly discuss other topics with adults, such as the expected storm, and how they feel about this. Children are confident and ask lots of questions.
- Staff support children with special educational needs and/or disabilities well. Regular communication with the school and parents helps to build strong

relationships and provide consistency for children. Staff adapt their approach to meet children's needs. For example, they recognise that some children need more time outdoors and plan accordingly for this.

- Staff provide a range of activities that support children's imagination skills. Children are engrossed with creating objects with construction bricks. As they work together, they excitedly discuss what they are making. For example, younger children talk about building hammers out of construction bricks and when one child struggles their friend offers to help them.
- Children are encouraged to be independent and make choices. When children arrive, they put their bag and coats neatly in the designated area. At teatime, children choose what they would like, this is a sociable time and children enjoy chatting to their friends as they eat.
- Parents receive regular communication from the club. Weekly planning is sent on a Friday with information about activities for the following week. Parents have the option to book sports sessions, which are also run by staff from the club. Parents comment that they like the flexibility of the booking and their children enjoy attending the club.

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	2750633
Local authority	Buckinghamshire
Inspection number	10326370
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	35
Number of children on roll	25
Name of registered person	Ajk Sports Ltd
Registered person unique reference number	RP535015
Telephone number	01296 620097
Date of previous inspection	Not applicable

Information about this early years setting

Waterside Play Active Club registered in 2023 and operates from Waterside Primary Academy. The club employs three members of childcare staff. The club opens on Monday to Friday, during term time only. Sessions after school are from 3pm until 6pm.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector took a tour of the club with the manager. They talked about how the club is organised and discussed the play opportunities they provide for the children.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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