

Inspection of Battling Brook After School Club

Battling Brook Cp School, Frederick Avenue, HINCKLEY, Leicestershire LE10 0EX

Inspection date: 15 May 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

Staff support children to develop a close and trusting bond with them through positive interactions. They show genuine care and consideration for each child, spending time getting to know them and their family. Leaders seek support from other professionals and complete bespoke training to deepen staff's knowledge and understanding of child development. For instance, they recently completed emotional attachment training. They used this new knowledge to gain a greater understanding of children's behaviours and how to support their emotional needs.

Staff ensure that the indoor and outdoor environments are set up ready for when the children arrive. They find out about children's interests and use this information to provide activities that children will enjoy. Furthermore, staff have regular meetings with class teachers to find out about what children are currently learning at school. For example, children are learning about life cycles. Staff have planned activities around the life cycle of a bee. This joined-up working helps to expand and embed children's learning.

Staff have high expectations for children's behaviour. Children know and understand the rules that are in place and respectfully follow them. Staff provide activities for children to develop a kind and caring attitude towards others. For instance, children have created a 'kindness tree'. They write positive comments on the tree for others to read. This helps children to feel valued and raises their self-esteem.

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

- Leaders have worked hard to address the weaknesses identified at the last inspection. They work closely with staff to support their professional development through training and coaching. For example, staff have attended safeguarding training, which has secured their understanding of what to do if they have concerns about a child's welfare.
- Partnerships with parents are strong. Parents receive daily feedback at the end of each session about how their children have been, and any messages from teachers are shared. Parents appreciate the support and guidance staff offer them and their family. They report how much their children enjoy their time at the club.
- Children follow good hygiene procedures. They understand the importance of washing their hands before eating. Children are confident and independent as they enjoy snack time with their friends. Staff encourage children to bring in healthy lunch boxes by setting mini competitions. For example, staff create a

tally chart to record the healthy foods that children eat. At the end of each week, recognition is given to the children who made the healthiest food choices.

- Staff say they feel valued and supported by leaders. They receive thorough induction training when they start employment. This helps them to understand their role and responsibilities. Staff have regular supervision meetings with the manager. During these meetings, they have opportunities to talk about their well-being and professional development.
- Children confidently chat to visitors to share details of what they like best about attending the club. They share how they can select their own activities and like spending time with their friends.
- Young children benefit from an effective key-person system. The key persons ensure that there is consistent communication between parents and the teachers at the school. For instance, they chat with teachers at the end of the school day to gain information about the children's well-being and to obtain any messages for parents.
- Children have lots of opportunity to be physically active outdoors. They relish the time they spend on the school's playing field. Children join their friends for a game of football. They organise themselves into teams and cheer their teammates to score the winning goal. This physical activity helps children to improve balance and coordination.
- Staff provide an inclusive setting. They are respectful of children's backgrounds and understand the importance of celebrating children's individuality. Staff are good role models for children and there is a strong culture of mutual respect.
- Staff recognise the importance of children knowing how to keep safe when using electronic devices. They link with the school to plan activities to help educate children and parents about accessing social media platforms safely.

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	226362
Local authority	Leicestershire
Inspection number	10305824
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	60
Number of children on roll	86
Name of registered person	Stoker, Janis
Registered person unique reference number	RP902973
Telephone number	07884 404742
Date of previous inspection	23 May 2023

Information about this early years setting

Battling Brook After School Club registered in 1991 and is located in Hinckley, Leicestershire. The club employs five members of childcare staff, including the manager. Of these, one holds an early years qualification at level 3 and one at level 2. The club opens from 3.15pm to 5.30pm, Monday to Friday, during term time.

Information about this inspection

Inspector

Kelly Langley

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documentation, including evidence of staff's suitability.

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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