

Inspection of Hubbub Out of School Club

Temple Grove Academy, Friars Way, Tunbridge Wells TN2 3UA

Inspection date: 10 June 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not Met (enforcement)

What is it like to attend this early years setting?

This provision meets requirements

Staff collect children from their school and drop them off at the setting. On arrival, children are warmly greeted by staff before they hang their bags up and sit down to have a snack. Staff encourage children, who have been attending the setting for some time, to help children who are new to the setting, settle in. Children access a variety of games and play well together. They independently take turns and remind each other of the rules of the games they play. For example, children know when playing a game of pool, if they pot certain balls they can have two shots and other times they can only have one. Staff support children's physical development well. They show younger children how to hold a pool cue and practise hitting the pool balls.

Outside, children play a variety of games that staff have organised for them. For example, they move between football, tennis and running games. Older children play well with younger children. They show respect for others while they wait for them to have their turn. Although the outdoor area is secure, children demonstrate an understanding of the safety boundaries and how far they are allowed to go. Children engage in imaginative play. They find natural resources, such as sticks, and pretend they are on a spacecraft. Staff support children to risk assess their games and remind them how to play safely.

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

- The provider has addressed the actions raised at the last inspection and has implemented improvements. For example, staff have attended numerous training courses, including safeguarding and first aid. The security has been improved and staff understand the risk assessments in place. Medication is now stored safely.
- Staff are provided with regular supervision sessions, where they talk about key children and any concerns they may have. In addition, they have monthly team meetings and share ideas about routines and activities. Staff report they feel supported in their role.
- Parents are happy with the care their children receive. They report their children are happy and have lots of fun. Staff provide parents with a verbal handover at the end of each session. Parents report the communication between the schools their children attend, and the setting, is effective
- Children understand the routines during the session and what is expected of them. Staff support children's behaviour and attitudes well. For example, staff identify children who find transition difficult. They talk to children, explain what is happening next and calmly answer any questions they may have.
- Children who stay at the setting for the longer session have a hot cooked meal.

Staff encourage children's independence. They ask children to go to the kitchen where they serve them their meal. Children carry their meal back to the table, where they happily engage in conversation with each other. For example, they ask each other about their favourite foods.

- Staff know about the children well and how to meet their individual needs. Children with special educational needs and/or disabilities are supported well. Staff skilfully identify when children need additional help and provide them with encouragement and reassurance. Children's social and emotional development are supported well.
- Children communicate very well with each other. They engage in conversation about their favourite physical activities they take part in at school. For example, children work together to create a list of the different sports they can do at their school. Children listen to each other and share their preferences and why they like these activities. Children demonstrate an interest in each other's views.

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	2634523
Local authority	Kent
Inspection number	10305841
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 15
Total number of places	40
Number of children on roll	514
Name of registered person	Hubbub Out of School Club Ltd
Registered person unique reference number	2634522
Telephone number	07942937006
Date of previous inspection	4 July 2023

Information about this early years setting

Hubbub Out of School Club opened in 2019 and re-registered in 2021. The setting is based at Temple Grove Academy, in Tunbridge Wells, Kent. The setting is open from 3pm to 6.30pm each weekday during term time, and all day during school holidays. There are seven staff, two of whom hold childcare qualifications.

Information about this inspection

Inspector
Pippa Clark

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.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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