

Inspection of Tupton Tigers Out Of School Club

Tupton Primary School, Queen Victoria Road, New Tupton, Chesterfield S42 6DY

Inspection date: 18 July 2024

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the end of the school day after being collected from their classroom. They are warmly greeted by staff as they walk safely to the on-site club. Staff talk to teachers from the school to gain important information about the children's day. They use this information to plan activities for the children that will support their development and learning. For example, staff learn that children have been practising to write their name. They make a variety of resources available to children to enable them to make marks and continue to practise writing their name. Children are excited to talk to staff about their day at school and the achievements they have made. For example, they show rewards they have received for helping to tidying up.

Children are also able to choose from a wide range of resources independently to develop their own play. There are opportunities for children to complete quiet activities, such as reading or building with construction kits. If they prefer, they can access the outside to develop their physical skills, playing ball games. Children of all ages are well behaved and considerate of each other. Children speak to new adults with confidence and are keen to explain why they enjoy attending the club and their favourite activities.

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

- The staff know the children well, and the key-person system is effective. They work closely with teachers from the school and are very knowledgeable about the children attending. Staff meet the children's needs effectively as they plan activities for children based closely on what they like to do. For example, staff set up areas for children to be imaginative, such as a table full of craft resources for children to create their own flowers.
- Staff join in with children's play and praise them for their skills and individual abilities and achievements. They adapt the support they offer and the expectations they have of individual children, depending on each child's stage of development. For example, staff help children learn to control scissors by changing the type of scissors children are using.
- Staff recognise that some young children need to rest and unwind after a long day at school. There is a tent for younger children to sit in with staff and read a book or have a nap if they need to. Other children need to be active outside, and staff give them the choice of when they want to go outside.
- Staff ensure that routines are consistently adhered to so that they are well known to the children. This helps to provide a sense of safety and security for the children. Children know the rules of the club, such as looking after resources, and are able to remind each other. They follow instructions well and

help to tidy-up toys and games they have been playing with. Children understand hygiene routines. For example, they know to wash their hands before snack.

- Children are provided with a range of healthy snacks and independently choose what they would like to eat. Snack time is a social occasion. Children sit and talk to their friends and develop good table manners. Staff support children's understanding of healthy eating as they talk about having a balanced diet.
- Parents are extremely complimentary about the club and the approachable and friendly staff. They speak of how happy they are to have this provision on the school site. Parents value the communication they receive from staff. They say they know that their children are safe, are being well cared for and having fun.
- Children learn how to manage risks in their play. They understand how to avoid potential hazards and keep safe while practising handstands and cartwheels while playing outside.
- Leaders have a high regard for maintaining a happy, and well-trained staff. Staff feel valued by leaders and enjoy their work, and attend regular supervision and staff meetings. They use these opportunities to share ideas for improvements and identify training that directly benefits the children. For example, training about bringing children's interests into the play activities they plan for the children.

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	EY537463
Local authority	Derbyshire
Inspection number	10343006
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	5 to 11
Total number of places	15
Number of children on roll	48
Name of registered person	Chesterfield Child Care Limited
Registered person unique reference number	RP535372
Telephone number	01246862191
Date of previous inspection	21 September 2018

Information about this early years setting

Tuption Tigers Out Of School Club registered in 2016 and is situated in Chesterfield, Derbyshire. The club employs four members of childcare staff. All of whom hold an appropriate early years qualification at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 8.50am and 3.15pm until 6pm.

Information about this inspection

Inspector

Lianne McElvaney

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.
- The manager talked to the inspector about activities provided at the club to share what the staff provide and how this assists children in their learning and development.
- The quality of interactions during activities was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with management, staff, parents and the children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of 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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