

# Inspection of The Minster Schools' Children's Club

Warrington Road, Croydon CR0 4BH

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Inspection date:

24 September 2024

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff greet children keenly when they arrive and help them to settle to activities they enjoy. Young children are happy to see staff and eager to tell them about their day at school. All children are very busy, and they engage in a variety of experiences. Staff organise the environment very well for different ages of children. They plan many exciting activities to help to enthuse all children, such as providing a wide range of art and craft materials. Overall, staff ensure that the atmosphere at the club is calm and relaxed. They encourage the youngest children to recognise their feelings and talk about 'kindness' and 'well-being'. This helps to support the youngest children to settle in and to promote their emotional welfare. Staff are good role models and, on the whole, have high expectations for all children's positive behaviour. This helps children to behave well and show care and concern for each other.

Staff promote children's healthy choices well. For example, they offer a variety of fresh fruit for children to access throughout their time at the club. Staff encourage children to wash their hands when they first arrive and before mealtimes to promote good hygiene practices and independence.

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

- Leaders are very confident in their role and lead by example. They have a clear and ambitious vision for providing good-quality, inclusive out-of-school care. They consistently share these values among staff, such as during supervision meetings and appraisals. Staff say that their well-being is supported extremely well. However, leaders have not yet successfully supported some staff to reduce paperwork to further promote their professional well-being to a higher level.
- Leaders engage very effectively with teaching staff and leaders from the school that children also attend. Partnerships help staff to feel valued. This helps to promote a positive culture and a consistent approach in children's care and safety.
- Staff welcome ongoing professional development opportunities to help to keep their knowledge and skills current. They welcome training, such as on behaviour management, and support for children with special educational needs and/or disabilities. Staff know all the children very well and their individual needs. They support full participation in the activities provided to ensure that all children are included and have lots of fun.
- Leaders confidently plan a wide range of activities based on children's interests. For example, staff follow young children's interests, such as an imaginary hairdresser, to help children to engage in enjoyable activities.
- Older children participate in many opportunities that they enjoy. For example,

they keenly play board games with staff and concentrate as they draw intricate pictures to take home. Staff frequently and keenly interact with children to help to promote their confidence and support positive conversations.

- Staff encourage good manners. They promote table manners during mealtimes, and they praise children for their positive behaviour. However, not all staff are consistent in their approach when encouraging new children to follow rules when playing outdoors. They do not always support children to slow down, negotiate space and look out for their friends. This means that, occasionally, children do not understand that their action may impact on others.
- Staff are assigned key children in the early years age range, to meet requirements. Staff communicate frequently with parents, including when the youngest children have settled in. This helps to further promote continuity in children's care and to further promote their emotional well-being to a very high level.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY100681
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10355122
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	66
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	The Minster Schools' Children's Club
<b>Registered person unique reference number</b>	RP901937
<b>Telephone number</b>	02086885844
<b>Date of previous inspection</b>	19 November 2018

## Information about this early years setting

The Minster Schools' Children's Club registered in 2002. It operates from a building in the grounds of The Minster Schools in the London Borough of Croydon. The club operates from 7.45am to 9am and from 3pm to 6.15pm, during term time. There are 10 members of staff, four of whom hold qualifications at level 1 and level 3.

## Information about this inspection

### Inspector

Jane Morgan

### Inspection activities

- The inspector spoke with the manager about the leadership and management of the club.
- The inspector spoke to children to find out about their time at the club.
- Parents shared their views of the club with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The key person for the early years children spoke to the inspector about her role and responsibility to support the youngest children.

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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