

# Inspection of Delapre Community Rooms After School Club

Delapre Annexe, Alton Street off Main Road, NORTHAMPTON NN4 8EN

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Inspection date:

12 November 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**

Children are happy to see staff when they collect them from school. As they arrive at the club, they confidently follow the club routines. Children put their belongings away and independently wash their hands before sitting for a snack. Snack time is a sociable occasion. Children confidently chat about the upcoming Christmas play and the different characters. Staff show a genuine interest as they encourage children to share their experiences of the auditions, and children talk passionately about the chance of gaining a part.

Children are confident in making decisions and eagerly share their choices with their friends. They quickly get involved in their chosen activities. For example, children enjoy using scissors to cut out shapes and access sticky tape to attach these to sticks. They construct using bricks, draw pictures and enjoy tabletop games. Children's behaviour is good. Staff remind children of the club rules and share their behaviour expectations when needed. Children develop good relationships with each other and play together, both in a team and in pairs.

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

- Staff ensure children's safety and implement well-organised daily routines to minimise risks to children. For example, staff collect children from their classrooms before meeting in the seating area on the school playground. They ensure children wear high-visibility vests before walking to the club from the school. Staff encourage children to walk safely in pairs and position themselves to oversee children as they walk. Children learn about road safety as staff support them to cross busy roads.
- Staff ensure the children feel welcome and settled. They help the children learn how to behave appropriately and manage their emotions. Staff provide activities that support children in taking turns and working together. This ensures children form friendships and develop their social skills. As a result, children are continuously happy and keen to join in with the broad range of experiences offered to them.
- Staff deploy themselves effectively to ensure that they can support the children and meet their individual needs. For example, as children make aircraft models from junk, staff explain how to attach the boxes so they do not fall off. However, staff occasionally do things for the children they could do for themselves, such as cutting shapes and sticky tape for them.
- Staff plan to provide a range of activities and experiences to stimulate children and engage their interests. Children are free to choose from the activities available. This approach complements the children's day at school and ensures they enjoy their time at the club. Staff plan activities around various topics, such

as supporting Children in Need and other events that capture children's interests. For example, staff know children enjoy creating, so invite them to design T-shirts for the upcoming event.

- Staff form effective partnerships. Parents speak highly of the club. They say their children enjoy attending and exploring the variety of activities on offer. Parents state they are well informed about their children's experiences and praise staff for being helpful and friendly. Staff forge good working relationships with the school. They take time to speak to teachers about the children and relay feedback and messages to the parents from the school.
- Staff receive support and coaching to help them understand and fulfil their role and responsibilities effectively, including developing teaching through ongoing training. Robust recruitment procedures are in place to support the suitability of staff working with 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

<b>Unique reference number</b>	EY475840
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10355493
<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>	4 to 11
<b>Total number of places</b>	48
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Southern Quarter Development Ltd
<b>Registered person unique reference number</b>	RP533529
<b>Telephone number</b>	01604762942
<b>Date of previous inspection</b>	30 November 2018

## Information about this early years setting

Delapre Community Rooms After School Club registered in 2014 and is located in Northampton. The club opens from 7.15am to 8.50am and from 3.15pm to 6pm, Monday to Friday, during term time. There are five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or 3.

## Information about this inspection

### Inspector

Emma Serdet

### Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to several parents during the inspection and took account of their views.

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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