

Inspection of SPROUTS CHILDCARE LIMITED

NORTHERN INFANT SCHOOL, Portchester PO16 8DG

Inspection date: 8 January 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are busy and engrossed in play during their time at the after-school club. They excitedly greet their friends, and staff warmly welcome them. Children explain that they enjoy attending because staff create fun games for them. Children talk to staff about their holiday experiences and joyfully make up funny jokes together. Children demonstrate that they feel safe and confident in this nurturing environment.

Staff gently provide children with information about the expectations of their behaviour. Children understand these well. For example, children easily explain that they use 'kind hands' and 'listening ears'. They are also quick to follow instructions. For example, before snack time, they promptly line up by the door to wash their hands. Children behave well.

Children have a variety of activities to choose from each day. Staff include children in decisions about resources, and children talk positively about what is available. For example, children explain that they love all the interesting arts and crafts. They also discuss how much they enjoy play dough and colouring. Children feel valued as their views are consistently acknowledged.

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

- Leaders are highly passionate about the high quality of care provided at the club. They provide staff with guidance that enables them to support all groups of children. Staff are conscious of the varied needs of different children after the school day. For example, they provide calming music and relaxing areas for those who need to unwind. Children's individual characters are supported well.
- Staff provide children with routines that promote good health and hygiene. Children wash their hands independently and sit down together at the table. Staff provide a range of healthy snacks, including fruits and vegetables. Together, children and staff talk about their favourite foods and treats. Mealtimes are an enjoyable and social occasion.
- Children engage their creativity. They set up a pretend kitchen and imaginatively serve each other food. Children use resources such as play dough and invent different flavours of ice cream. Staff engage closely with them as they laugh and giggle together. Children are absorbed in their games for long periods.
- Staff communicate with teaching staff at the school to understand children's stages of learning. They use this to guide some of the activities they provide for children. For example, staff use a letter puzzle to talk to children about the different letters in their name. This shared approach supports children's learning experiences well.

- Children treat one another with a high level of respect. For example, older children include younger children in their games. They show them how to throw balls at a large target board and offer support and encouragement. Children build good friendships and play happily together.
- Leaders ensure that information about children is kept up to date and is easily accessible. For example, they keep information about children's health needs and allergies to hand. Staff know the children well. They are fully aware of any medication procedures for children attending the club. Systems in place are secure and robust.
- Leaders have an effective staff monitoring programme in place. They carry out regular observations of staff to ensure care standards are consistently high. Staff report that they have access to plenty of training. For example, if they have an interest in a particular area of development, leaders will signpost them to relevant training. Staff feel valued and well supported in their roles.
- Parents provide fantastic reviews of the club. They express that they appreciate the wide variety of activities available to children. During collection times, staff talk to parents individually about the activities their child has been doing. Through this, parents are kept involved and well informed. Parent partnerships support children's care effectively.

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	2763406
Local authority	Hampshire
Inspection number	10381122
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 7
Total number of places	50
Number of children on roll	50
Name of registered person	Sprouts Childcare Limited
Registered person unique reference number	2763410
Telephone number	07920194723
Date of previous inspection	Not applicable

Information about this early years setting

Sprouts Childcare Limited registered in November 2023. It is located at Northern Infant School, in Porchester, Hampshire. The club provides care before and after school. There are five members of staff at the setting, three of whom have relevant childcare qualifications from levels 3 to 5.

Information about this inspection

Inspector

Nicola Houston

Inspection activities

- Leaders spoke to the inspector about the leadership and management of the club.
- The inspector observed interactions between staff and children.
- The inspector took account of parents views of the club.
- The inspector spoke to staff and children at appropriate times during the inspection.
- Leaders provided the inspector with a sample of documentation to demonstrate staff 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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