

Inspection of Quackers Out of School Club

St. Thomas Infant School, Woolton Hill, Newbury RG20 9XF

Inspection date: 28 April 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 happy and enjoy their time at this warm and welcoming club. They are greeted warmly by adults as they enter from their classrooms. Staff take time to support this transition, asking children about their busy days at school. Staff are particularly sensitive to the needs of the youngest children, spending extra time with them and offering them cuddles when needed. Children are confident when volunteering information about their day, such as class activities and playtime fun with friends. Staff respond enthusiastically and with care to these comments. This helps develop a close club community, where children's well-being is prioritised.

Children demonstrate high levels of independence as they hang their coats and bags and place their water bottles on the appropriate table on entry. Staff place an emphasis on encouraging children to be kind towards others. As a result, children are generally empathetic towards one another.

A well-resourced and managed environment promotes children's active participation in both indoor and outdoor play. Staff are keen to provide activities that children are interested in and frequently ask them what they would like to do. For instance, when younger children express an interest in vehicles, cars and mats are provided.

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

- Children demonstrate enthusiasm and a willingness to do things for themselves, such as making large construction cubes in groups. They are also confident to ask for help when required. Staff happily support children in their efforts and encourage them to keep trying before assisting. Children's resilience is well supported.
- Children learn hygiene and self-care skills at the club. They know to wash their hands in preparation for snack. Staff offer a variety of healthy foods, and children wait patiently in line. Snack time is calm with clear expectations of safe sitting and eating practices in place. Children scrape their own plates when they have finished, developing skills for life.
- Staff complete relevant training to update their knowledge and skills. The provider has recently assimilated information making even clearer the expected reporting procedures. This ensures that correct protocol is always adhered to, and children receive the best care possible.
- All activities are planned by staff who consider all children's abilities. For instance, children delight in an outdoor activity of skittles. Aspiring mathematicians calculate scores, children with strong physical skills hit the skittles and those that like to organise re-set the game for the next child.

Children who are feeling tired after their school day, happily sit and enjoy watching the game, cheering on their friends.

- Children mix well across all age groups. They enjoy the varied and stimulating activities. Staff are vigilant in their observations of the children. For instance, when playing outside, staff deploy themselves across all areas to see all children clearly. Staff play particular attention to the youngest children and make sure that the older children are showing kindness and care.
- Overall, children get along together well. Staff generally only need to offer them gentle reminders about their expectations. However, at times, staff are not consistent in how they respond to incidents, such as running inside and throwing toys. This does not ensure that expectations of behaviour are consistently high, to help children understand how to behave well.
- Staff help children to manage their own risks. For example, staff let children know how high it is to climb on the apparatus and how not to kick the ball too hard across the playground. Staff take time to explain why these measures are in place. Children are learning how to play responsibly and to keep themselves and others safe.
- Excellent working relationships with the host school are in place. Teachers of the youngest children handover key messages at the end of each school day to support continuity of care for the children. Further sound communication procedures are in place between teachers and club for all children attending. Children benefit from a consistent approach to their learning and play.
- Parents praise the club highly. They appreciate the time spent to help their children settle into club life and feel that their children are safe and well cared for. Parents praise the staff for their kindness and care. Communication between home and club is clear and effective.

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	2730277
Local authority	Hampshire
Inspection number	10394847
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 11
Total number of places	40
Number of children on roll	55
Name of registered person	Quackers Day Nursery Limited
Registered person unique reference number	RP531440
Telephone number	01635274555
Date of previous inspection	Not applicable

Information about this early years setting

Quackers Out of School Club registered in March 2023. The club is situated within the grounds of St Thomas Infant School in Newbury. The club opens weekdays from 7.30am until 8.45am, and 3.20pm until 6pm, term time only. The club has six members of staff, with one holding an early years qualification at level 2.

Information about this inspection

Inspector

Zoe Abraham

Inspection activities

- The provider showed the inspector the premises and discussed how she ensures they are safe and suitable.
- Parents shared their views through verbal feedback and the inspector took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector sampled a range of relevant documentation, including first-aid qualifications.
- The inspector and the provider held discussions about how they evaluate practice and strive for future improvements.

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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