

# Springers - Breakfast, After School & Holiday Club



Lodge Farm Primary School, Mobbsbury Way, STEVENAGE, Hertfordshire  
SG2 0HP

<b>Inspection date</b>	6 December 2018
Previous inspection date	4 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is good

- The provider is committed to offering the best-quality care for children and values the support of her dedicated team of staff. She is clear about the strengths of the club. The provider is in the process of delegating additional roles to staff to allow her more time to work on areas she wishes to develop.
- Children have plenty of opportunities to take part in physical activities. Outdoors, they climb apparatus, play football and ride scooters at speed. Indoors, children play energetic team games and climb over high dens that they build. Staff guide and encourage children to persevere and develop new skills. For example, children develop the ability to balance momentarily on two hands and skip with a rope.
- Each child's key person gathers detailed information from parents when children first join the club. They use this information to support children's emotional well-being. For instance, staff purchase new resources to match children's interests at home. This helps children to feel settled as they face new situations and begin to engage with the routines in the club.
- Parents say that the club is affordable and safe, enabling them to work without worry. They feel that the staff care about their children and are incredibly positive about the club.
- The provider is not making the best possible use of opportunities to monitor and evaluate staff's practice. There is too little focus on raising the overall quality of practice to the highest level.
- Staff do not consistently share precise information with the parents of children who attend during term time about what their children enjoy doing at the club.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen the focus on monitoring and evaluating staff's practice to help raise the overall quality of practice to the highest level
- explore further ways to share more precise information with parents about the activities their children enjoy at the club all year round.

### Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector met with the headteacher of the host school and held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views. She reviewed written feedback from parents and children.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff maintain a secure knowledge of child protection issues. They use a range of strategies to develop a deep understanding of when swift action is required. They know the correct procedures to follow if they have any concerns about children's welfare. Staff prioritise children's safety in all that they do. They use effective ways to monitor children's attendance, yet offer flexibility to each family. For example, the provider collates precise information about which children attend extra-curricular activities, are unwell or have been collected from school early. Staff know where children should be at all times and instantly follow up any slight variations to this. Staff work well with the other settings children attend. For instance, they share information with teachers from the host school. Staff work with teachers to support children to gain some of the essential skills for future learning, for example, to help children to develop their pencil control and form the letters of their name.

### Quality of teaching, learning and assessment is good

Staff get to know the children well and encourage them to join in with new activities. They tailor the level of instruction that they provide to match children's individual abilities. Staff recognise when children are ready to be challenged further and extend their play to help maintain their attention. Children learn the rules of board games that they play and enjoy competing in ball games, eager to win points for their team. Staff recognise what children like to do and provide appropriate opportunities for them to be imaginative. For example, children use glue, coloured glitter, bows and different sized pompoms to make reindeer pictures and design Christmas wreaths. Children construct small pieces of plastic together to make vehicles. They are proud of their creations and keen to talk about what they have made. Children enjoy their time at the club and show a reluctance to leave when they are collected. They say that, 'The staff are really nice' and 'we love to draw with them or make things, as they are very clever'.

### Personal development, behaviour and welfare are good

The environment is well organised and staff are deployed across all the available space effectively. Staff provide children with a wide range of stimulating activities to meet their individual needs. For example, throughout the session, children have the option to play indoors or outdoors, engage in physical activity, or rest and enjoy quiet play. Staff have high expectations for consistently good behaviour. Children are polite, patiently waiting their turn and following the club boundaries with ease. They listen carefully to adults and other children. Young children develop the confidence to communicate their preferences and begin to join in with group games. Staff remain nearby to provide reassurance as they need. Children show good levels of independence. For example, they freely move between the different areas of the club and collect their coat from their peg when they wish to play outdoors. Staff provide children with balanced and nutritious snacks. Children willingly try new tastes and recommend their favourite combination of wrap fillings to others. Staff remind children to wash their hands before they eat. This helps to promote children's good health.

## Setting details

<b>Unique reference number</b>	EY402797
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10074373
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 13
<b>Total number of places</b>	75
<b>Number of children on roll</b>	350
<b>Name of registered person</b>	Springers Club Limited
<b>Registered person unique reference number</b>	RP535316
<b>Date of previous inspection</b>	4 April 2016
<b>Telephone number</b>	07859 915985

Springers - Breakfast, After School & Holiday Club registered in 2010. The club employs 16 members of childcare staff, six of whom hold appropriate early years qualifications at level 3. The club opens during term time, Monday to Friday. Sessions are from 7.30am to 8.50am and from 3.15pm to 6.15pm. In the school holidays, the club opens from 7.30am to 6.15pm.

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