

# Purple Hoppers

Bolham Primary School, Bolham, Tiverton, EX16 7RA



<b>Inspection date</b>	14 June 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

- Staff work closely with the school and parents to ensure children receive constant support in all aspects of their care and learning. Parents particularly value the consistency of staff who they feel know their children well. Children form strong relationships with staff.
- Staff frequently involve children in the planning of a broad range of experiences, to maintain their interest and prolong their engagement in activities. Staff complement the topics studied at school and have a good knowledge of children's interests.
- Children listen well to instructions and follow the club's rules and routines well. Staff are calm and provide children with opportunities to negotiate or to have time on their own to reflect.
- The manager successfully involves staff to reflect on their practices and identify future areas for improvement. For example, gaining more consistent feedback from parents and children has helped to improve the service they provide.

### It is not yet outstanding because:

- Staff do not always support children's conversational skills and independence as well as they could, such as at snack time.
- Staff do not provide an inviting and comfortable area for children to rest quietly and read a range of age-appropriate material.

## What the setting needs to do to improve further

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

- support children's conversational skills and independence more fully
- provide space for children to rest quietly and read a range of age-appropriate materials.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to the owner/manager and staff about children's learning and their understanding of the early years foundation stage requirements.
- The inspector considered the views of parents and children spoken to at the inspection.
- The inspector sampled documentation, including the setting's self-evaluation, planning, and policies and procedures.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures staff maintain their knowledge and all attend regular training, and review policies and procedures. The manager and staff have a good understanding of their responsibility to report concerns about a child and share information with the appropriate agencies. There are effective recruitment and induction arrangements to ensure staff are suitable for their role. Staff use risk assessments effectively to provide children with a safe and secure play environment. Staff supervise children closely and only release them into the care of known and authorised adults. Staff receive good support from the owner/manager. For example, they attend meetings to share good practice and ideas.

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

Experienced staff use their qualifications and research well to provide children with an exciting range of experiences, for example, building structures with marshmallows and uncooked spaghetti. They support the children well to engage in good learning opportunities as they play. Children have fun and confidently explore, for example, the sand. They talk about what they are doing, such as using the paintbrush to 'dust' the sand off the toy bugs. They show good mathematical understanding in their play, for example, to explain how they have 'three creatures on top and one underneath, which makes four'.

### Personal development, behaviour and welfare are good

There are good opportunities for children to be outside and active. For example, children use a range of different sized balls in a throwing and catching game, and staff support them well in being part of a team. Older children are patient and help younger children gain new skills, such as developing their hand-to-eye coordination to play table tennis. Children show pride in their achievements, for example, mastering a new game with staff and winning multiple times. Staff support children to concentrate and persevere. Children are helpful, for example, they count how many children are present and lay the table for snack time. They understand the importance of washing their hands before they eat and having drinks on a hot day.

## Setting details

<b>Unique reference number</b>	EY487750
<b>Local authority</b>	Devon
<b>Inspection number</b>	1013290
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Stuart Maynard
<b>Registered person unique reference number</b>	RP905222
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07393740016

Purple Hoppers registered in 2015. It is one of two privately owned clubs and is situated at Bolham Primary School, near Tiverton, Devon. It opens from 7.45am to 8.45am and from 3.30pm to 5.30pm during term time. The owner/manager holds qualified teacher status (secondary). He employs two members of staff. Of these, one holds an early years qualification at level 3 and another holds a playwork qualification at level 2.

This inspection was carried out by Ofsted 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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