

Inspection date	28 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Children form strong relationships with friendly staff and are keen to attend the club. Children have a good sense of ownership. Staff celebrate children's achievements, building their self-esteem effectively. For example, they display children's creations, making a warm and inviting environment.
- Children enjoy well-planned activities which complement their interests and the delivery of the early years foundation stage by the school.
- Children understand the club's behavioural expectations and rules. They behave well and build strong friendships.
- Leaders and managers evaluate the provision efficiently. For example, they are currently considering better ways to improve access to outdoor play for those children who wish to be more active after school.
- There are strong partnerships with the school and parents. This enables staff to provide continuity in children's care, learning and development.
- Staff do not always ensure there is a smooth transition to the outdoor space and that resources are easily available for children to use straight away.
- Staff miss some opportunities to help children develop their imagination and challenge them to use different techniques in their creative play.

What the setting needs to do to improve further

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

- review the organisation of movement to the outside space and ensure resources are readily available to avoid long periods of inactivity
- use all opportunities to challenge children's creativity.

Inspection activities

- The inspector observed staff interactions as children played inside and outside.
- The inspector joined staff to collect children from the classrooms.
- The inspector completed a joint observation with the manager.
- The inspector conducted discussions with leaders, staff, parents and children at convenient times during the inspection.
- The inspector sampled documentation, including staff suitability checks and policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff supervise children well to ensure their safety. They have a good understanding of who may collect the children and follow procedures efficiently. Leaders have good systems in place to ensure staff are appropriately vetted and suitable for their roles. All staff receive training to ensure they have good understanding of their roles and responsibilities to report any concerns about a child's welfare. Leaders and managers support staff well to develop their professional skills. For example, staff receive regular supervision meetings to identify any safeguarding concerns and training requirements. There is a good exchange of information with class teachers. Staff build on topics, such as supporting a literacy topic on 'Bog Baby'. Staff visit the environmental area with the children on a nature hunt and help them identify different habitats.

Quality of teaching, learning and assessment is good

Staff gather insightful information from parents as children start so that they can begin to get to know the children and plan initial activities. Children are keen to enter a well organised play space. They settle quickly, choosing activities which interest them. For example, children decide to colour a 'Spider-Man' picture, choosing specific colours to use for the purpose. They show good control and coordination in their movements. Staff use this time well to engage children in conversations to build their communication and language skills. Staff engage children in early writing activities, for example, showing children how to draw meteorological signs with chalk on the playground. Children are keen to add their marks to represent the rays of sunshine and to label their creation with their name.

Personal development, behaviour and welfare are good

Children learn healthy lifestyles. They serve themselves healthy snacks and develop their independence well, such as using knives safely to spread margarine on their crackers. Children are keen to try new tastes, such as cheese and onion dip. They understand the importance of pouring themselves regular drinks to keep themselves well. Children learn how to keep themselves safe. They listen to instruction and walk sensibly up and down the stairs. Children work well together. For example, they discuss and negotiate what the weather is like today to complete the weather board. Staff meet children's care needs efficiently and follow good hygiene routines, for example, when helping children change their clothing.

Setting details

Unique reference number	EY543763
Local authority	Devon
Inspection number	10090105
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	4 - 10
Total number of places	24
Number of children on roll	45
Name of registered person	Fun in School Holidays (FISH) Partnership
Registered person unique reference number	RP528211
Date of previous inspection	Not applicable
Telephone number	08445 618847

FISH CEC registered in 2016. It operates from a designated classroom in Cranbrook Education Campus near Exeter, Devon. The club operates 7.45 am until 9 am and from 3.15 pm until 6 pm daily, during term time only. FISH employ five staff; two of whom hold early years qualifications at level 3 and two who hold early years qualifications 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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