

Clubland @ Royal Kent

Royal Kent (C of E) First & Middle School, Oakshade Road, Oxshott,
LEATHERHEAD, Surrey KT22 0LE



Inspection date	28 January 2019
Previous inspection date	30 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 children play happily with resources that have been set out for them and are confident to find and add their own choices to extend their games further.
- Children independently choose and select their snacks, in some cases putting their bread and filling into a toaster bag and then into the toaster.
- Staff are caring and interested in the children's needs. They respond promptly to children's requests to join their game or for help.
- Older children demonstrate a good sense of responsibility, such as taking on buddy roles and helping younger and newer children to settle into Clubland.
- Staff have developed good relationships with parents and the school, which contributes to them having a good understanding of the children in their care.
- Staff do not implement behaviour management strategies consistently, which results in children not always knowing what is expected of them.
- Staff do not consistently use the children's interest to provide activities to gain and sustain children's focus.
- Outside, children have space to scoot at speed, they wear helmets when scooting, understanding the need to keep safe.
- The manager ensures that staff understand their roles and responsibilities well.

What the setting needs to do to improve further

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

- support staff to be more precise and consistent with their instructions to ensure children understand what is expected of them
- use children's ideas when planning interesting and collaborative play activities

Inspection activities

- The inspector sampled a range of documents such as policies, evidence of staff suitability, records of staff supervision and accident forms.
- The inspector talked with children, parents and staff and took account of their views.
- The inspector observed children engaged in activities inside and outside.
- The inspector discussed self-evaluation and the setting's priorities for improvement with the manager.

Inspector
Louise Kirby

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The staff ensure that the play space is safe and secure for the children to play in and are knowledgeable about the setting's safeguarding policy. The manager skilfully includes safeguarding within most of the policies and sets regular safeguarding quizzes for the staff, to keep them informed and interested. The manager ensures that staff are recruited and vetted prior to commencing employment demonstrating the high priority given to keeping children safe. The manager uses supervision meetings to support the professional development of the team. In particular this gives the staff opportunities to improve their skills with interactions and understanding the playwork principles. The manager and the team reflect regularly on the operation of the setting and use information gathered from this process to provide exciting new resources.

Quality of teaching, learning and assessment is good

Children show their understanding of the world, for example, the playworker asks children to locate Australia on a large map, which they do so, easily. This sparks conversations about the many places children have visited and each child talks excitedly about holidays in the sunshine. The playworker listens with interests and joins in adding her knowledge of the countries visited to further inspire the children's conversations. They use activities, such as cookery, to consolidate their knowledge of measure and size. Staff use questions to assess what children's interests are and answer knowledgeably. They adapt their communication for the younger children and provide playful activities for children to explore for themselves. Creative art and craft materials are easily accessible and children use the materials to make models of all sizes and colourful collages. Children are encouraged to be independent in finding their own play resources from the easily accessible range to support their interests.

Personal development, behaviour and welfare are good

Children arrive and settle into playing with resources that are set out. They enjoy the small world toys such as the doll's house, trains, and a table with a variety of board games. The manager understands the importance of settling new children and has introduced a buddy system where older children show newer children where to find games and resources. Children show their independence at snack time selecting their snack for themselves. Support to those who need help choosing fillings is provided by the playworker and buddies. Children's behaviour is mostly good and the playworker gives frequent praise. A "behaviour ladder" is used as a visual reminder and incentive for children and some children are keen to see themselves move up "the ladder," recognising that their efforts are being acknowledged.

Setting details

Unique reference number	EY419569
Local authority	Surrey
Inspection number	10060220
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	5 - 10
Total number of places	32
Number of children on roll	65
Name of registered person	Clubland Playscheme Ltd
Registered person unique reference number	RP903166
Date of previous inspection	30 April 2015
Telephone number	0208 979 3100

Clubland @ Royal Kent registered in 2010. It is one of six out-of-school care provisions owned by Clubland Playscheme Ltd. The provision offers after school care for children attending the host school, Monday to Friday, during term time, between 3pm and 6pm. The staff team consists of a manager who holds an early years qualification at level 5, one member of staff with an unrelated degree and two staff members who are unqualified.

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