

Inspection of SCL @ Farncombe Infants

Farncombe C Of E Infant School, Grays Road, Godalming GU7 3LT

Inspection date:

14 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 arrive happy and eager to start their day at this welcoming club. They talk with staff about the different activities that they will be taking part in. Staff plan sessions for children to learn about different exercises, such as yoga. Children quickly gather their floor mats and take their shoes off. They follow the lead of the staff as they practise the different positions and breathing techniques. This helps children develop their well-being.

Leaders plan interesting themes for children in the club. For example, they play games that link to different countries, such as America. Children illustrate this as they play running games, to catch the 'eagles'. Furthermore, children create pictures of eagles as they draw around their hands and cut them out. This helps children practise their skills using scissors and glue. Children develop their smaller hand muscles through a range of activities.

Children are kind and behave well. Staff are attentive to the children's needs and develop positive relationships. For instance, when children arrive at the club, they place their names under images of how they are feeling, such as 'happy'. This helps children to communicate their feelings and develop an awareness of the different emotions.

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

- Staff plan a variety of physical games throughout the day. Children thoroughly enjoy playing team games with the staff. For instance, they learn new skills, such as using hockey sticks, to dribble balls around cones. Furthermore, children practise their balancing skills as they walk around with a frisbee on their head. This helps children develop their large-muscle groups.
- Staff plan a variety of activities for children. For instance, children take turns and use their problem-solving skills as they master the large wooden blocks to create 3D structures. However, occasionally, where children's interests move away from the planned activity, staff are less effective in providing these children with support. Therefore, children lose focus and are not fully engaged in their play.
- Staff help children to develop a healthy lifestyle. They remind children to drink plenty of water after playing active games and to wash their hands before eating. Staff sit with children at mealtimes and encourage them to take care of their own belongings. This is a sociable occasion.
- Staff gather information from parents about their children. For example, they find out about children's likes and dislikes, family members and any medical needs. This provides continuity in meeting children's individual needs. Staff recognise the importance of developing strong partnership with parents. For

instance, staff chat with families members at drop off, and gather information as to who will be collecting at the end of the club.

- Staff communicate well as a team. They ensure that they are on hand to support younger children in the club. This means that children have a familiar person to go to, helping them feel safe and secure.
- Staff have high expectations of children's behaviour and encourage respectful relationships. They deploy themselves well and play alongside children. For instance, older children choose to draw pictures, younger children explore play dough with their friends. Staff create a team culture in the club. This helps children play harmoniously together. As such, children respect each other's opinions and are confident members of this club.
- Leaders have a rigorous recruitment procedure in place to help ensure that staff are suitable to work with children. They support new staff well through their induction and probationary period. All staff say they are well supported in their role and enjoy working at the club.
- Leaders place a high importance on developing their staff team. As such, staff benefit from additional training and regular supervision sessions. They report that recent leadership training has helped to increase their knowledge of how to support staff well-being. Furthermore, leaders ensure that staff are coached in their roles. This helps staff learn the procedures of the club.

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	2712299
Local authority	Surrey
Inspection number	10376146
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 10
Total number of places	20
Number of children on roll	32
Name of registered person	Soccer Coaching Limited
Registered person unique reference number	RP907605
Telephone number	03456445747
Date of previous inspection	Not applicable

Information about this early years setting

SCL @ Farncombe Infants registered in 2022 and is located in Farncombe, Surrey. The club opens five days a week during the school holidays, from 8am until 6pm. The provider employs six members of staff. Of these, one holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- Leaders and the inspector completed a tour of the club together.
- The inspector observed staff practices and considered the impact these have on children's play experiences.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including staff suitability records.

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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