

Inspection of Bubblewrap After School Club - Monks

Monks Risborough C Of E Primary School, Aylesbury Road, Monks Risborough,
Princes Risborough HP27 9LZ

Inspection date:

4 June 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

Staff are highly successful at creating a vibrant, exciting and safe club for children to attend. Staff understand that different children have different needs at the end of the school day and take this into account when planning resources and activities. For example, for children who need to be energetic there is plenty of outside play and opportunities to practise sports. For children who need to rest and relax there are quiet areas with comfortable seating, where they can chat with their friends or play quietly. This means that all children know they will find something to do that they enjoy, which ensures they feel welcome and included. Children show high levels of well-being.

Staff place a high priority on keeping children safe. They ensure the areas of the host school they use are safe and secure and have robust arrangements in place to ensure children are suitably supervised at all times. Children feel safe. They explain that staff are 'quite strict' about 'safety stuff' and that they think this is a good thing. Through routines and repetition, staff teach children what is expected of them. Children learn to stop and listen to staff when staff clap in a certain pattern. They know to tell staff if they want to move from outside to inside so that staff can alert their colleagues. Children consistently behave well and are polite and courteous to staff and each other.

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

- Staff make sure all children can take part in activities suitable for their age. Staff ensure there is familiarity to resources for younger children, understanding how this can help them settle into a new environment. For example, younger children have access to role-play resources and books specific to their age group. They can also join in with older children too.
- Staff join in with children's play in very effective ways. They play board games with children, reminding them of the rules and the need to take turns. They create crafts with children, listening to what children say and helping them put their ideas into practice. Children have ample opportunities to build further on skills they are learning at school, all while having lots of fun.
- Staff encourage and enable children to complete tasks and gain the satisfaction of seeing an idea through to the end. For example, when children are part way through building a model at the end of their session, staff put this to one side so children can return to it at a later date. Children feel valued, which in turn builds their self-esteem and sense of themselves as capable young people.
- Staff help children follow an active and healthy lifestyle, to promote children's good health. Snacks are varied and nutritious, and children talk positively about them. Staff offer lots of interesting experiences outside and children enjoy taking

part in these. For example, while some children practise football skills, others run back and forth collecting resources for their imaginative game. Other children swing back and forth on tyre swings.

- Staff encourage children to play together and be inclusive and kind. Children of all ages enjoy making friendships across year groups. Children develop good social skills and are considerate towards the needs of each other. They enjoy working together as a team. For example, children help each other dig big holes in the sand, offering each other different tools and making suggestions about how to dig deeper and quicker.
- Parents are full of praise for staff. They explain how staff go 'over and above' to help their children settle in, finding out about their interests and keeping a close eye on them while they adjust to their new environment. Staff ensure there is a thorough handover at the end of each session, so that parents know what their children have been doing and how they have been feeling. By establishing effective two-way flows of communication, staff ensure they can meet children's needs well.
- Leaders ensure the club is a happy place for children and staff. They regularly visit the club, checking in on staff well-being. Staff report they feel valued and listened to. Leaders work hard to build meaningful partnerships with staff at the host school, understanding how this helps ensure continuity in children's care.

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	2734122
Local authority	Buckinghamshire
Inspection number	10399040
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 11
Total number of places	30
Number of children on roll	57
Name of registered person	Bubblewrap After School Club Ltd
Registered person unique reference number	RP534911
Telephone number	07931 363622
Date of previous inspection	Not applicable

Information about this early years setting

Bubblewrap After School Club-Monks registered in 2023 and operates from rooms within Monks Risborough CE Primary School. It offers care from 3.20pm to 6pm, Monday to Thursday, term time only. There are eight members of staff, of whom, three hold relevant qualifications at level 3 or above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The inspector had a tour of the premises and found out about the types of activities staff offer children.
- The inspector carried out a joint observation with the manager.
- The inspector observed how staff interacted with children, and evaluated the impact of these on children's engagement and enjoyment.
- Parents and children shared their views and the inspector took these into account.
- The inspector held meetings with leaders to find out about the leadership and management of the setting.

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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