

Inspection of Flying Start After School Club @ Illogan

Illogan School, 3 Churchtown, Illogan, Redruth, Cornwall TR16 4SW

Inspection date:

8 December 2022

**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 are very happy as they arrive with a buzz of excitement. They warmly greet staff by name. Children are very confident and secure. They feel safe and know the routine well. They develop excellent healthy practices. For example, children take turns to wash their hands before they sit down to enjoy a healthy snack. Staff know children well and quickly distract them if situations become overwhelming. This means children are calm and behave well. Staff expertly support them to manage their emotions. Staff praise children and highlight positive behaviours. They have extensive knowledge of activities that the children enjoy. For example, when playing outside a member of staff suggests children play a swamp game. Lots of children excitedly join in and play collaboratively.

Children have a voice and feel highly valued. Staff let them choose where they play. For example, children choose the big playground rather than the classroom playground. Children can use their imagination creatively and staff help them extend their ideas. For example, creating a quiz to understand each other's likes and dislikes. They take turns in being the question master. Children enjoy joining in the art and craft activities on offer. They concentrate hard as they create Christmas decorations. They chatter happily as they make cards for their family and friends.

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

- Leaders share their vision for all children to have a caring and stimulating time. They want children to be happy and secure. They clearly identify areas for development. For example, the leader wants children to take part in a filming project that will build on what they know. They also want to be able to create cosy spaces for the children to relax in when attending the provision.
- Leaders and staff work hard to create a space that children can make theirs, to help them have a sense of belonging. Currently, the room provided is used during the day, so all displays and activities have to be put away. However, staff are very creative at using trolleys to offer activities. They also produce displays that can be easily put away. For example, there is a small Christmas tree with lights and a light display around the window. These help to create a festive atmosphere for the children.
- Children have access to lots of exciting space to play outside. The school allow the children to use the classroom playground. The children can explore the sandpit, mud kitchen, dressing up and construction toys. Children also play on the large playground. They use the space to run about, play ball games and negotiate space. Children can practise climbing and coordination on the trim trail. There is a forest school area that staff take children to. They develop collaborative den building skills when they go there.

- Children have good care routines and enjoy a range of healthy meals and snacks. Staff help children prepare crackers, fruit and cheese. Children talk about how hungry they are and thoroughly enjoy eating their food. They help plan the menu each week and talk about how much they enjoy the melon they have chosen. During the holidays, staff support children to make their own sandwiches and snacks.
- Children are polite and respectful to each other. They share games and conversations. Staff support children with special educational needs and/or disabilities very professionally. Staff understand that school at times can be challenging for some children. They want children to be able to relax and unwind. Staff keep a watchful eye on children's level of engagement. They subtly intervene and offer alternative activities if children are becoming distracted. Staff model kind behaviour well. This helps children to learn how to consider the needs of others.
- The staff have good communication and partnerships with parents. They sensitively share what sort of day children have had, including their time at school. Staff communicate verbally at hand over and share messages via their online communication platform. Parents really value the service. They are very happy with the activities that the staff provide.

Safeguarding

The arrangements for safeguarding are effective.

Staff have robust knowledge of how to keep children protected from harm. The company has excellent training systems in place. This ensures all staff have up-to-date safeguarding knowledge. They can identify potential signs of harm. They are confident about how they should report any concerns. Staff are knowledgeable about all categories of abuse. They meet regularly as a team to embed this knowledge. The premises are safe for children. Staff carry out regular health and safety checks. They alert the school and company manager of any identified risks. Immediate action is taken to reduce any identified risks.

Setting details

Unique reference number	2612772
Local authority	Cornwall
Inspection number	10263160
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	20
Number of children on roll	59
Name of registered person	Flying Start Nurseries (SW) Limited
Registered person unique reference number	RP910638
Telephone number	01209 611811
Date of previous inspection	Not applicable

Information about this early years setting

Flying Start After School Club @ Illogan registered in 2020 and is situated in Illogan Primary School, Illogan near Redruth, Cornwall. It is open 3pm to 6pm, Monday to Friday, term time. During the holidays, it is open from Monday to Friday, 7.30am to 6pm. The club employs six members of staff. Of these, one holds a relevant childcare qualification at level 6 and four staff hold a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Sian Bath

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they enjoyed doing while at the setting.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the after-school club.

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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