

Inspection of Nxt Level Coaching @ Twyford C of E

Twyford Church of England School Church Street, Church Street, Twyford,
Buckinghamshire MK18 4EU

Inspection date:

1 July 2024

**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 in this after-school club are happy and confident. They show high self-esteem. Staff are kind and caring towards the children and have developed lasting relationships with them, helping children feel safe and secure. Children show excitement as they join their friends and engage in play. They are keen to talk to staff about their school day. Staff listen with interest and build conversations with the children that demonstrate they are listening.

Staff plan well-resourced and well-planned activities. They give children the opportunity to share their ideas and interests to inform their planning. Children make choices about what they would like to do, and staff support and engage them in their play. They particularly enjoy a range of focused activities that change each day. For example, staff teach children to read and follow simple instructions. They read and follow a pattern to make crochet animal toys. Children show high levels of focus and concentration in their chosen activities.

Children are polite and courteous to each other and staff. They are well mannered and demonstrate their positive attitudes towards each other and the activities available to them. Staff support them to build and develop relationships with others and make new friends.

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

- The provider works well with the school. They share information about their plans and use of the school premises. They talk with teachers and parents to share information about the children and any support they may need. Staff know the children well, which supports children's confidence at the holiday club.
- Staff plan well for the varying needs and interests of the children. Each week, they plan a timetable with the children that is varied and inclusive for all children to join in. Children access a wide range of activities that promote their creative thinking, communication, and language. This particularly supports children who speak English as an additional language and those with special educational needs and/or disabilities.
- Children develop good social skills. They build and develop strong bonds with their peers and the staff caring for them. Staff support children to engage in activities, when needed, and allow them to play independently. Children enjoy their time together and share ideas to build and develop games from the activities available to them. For example, children enjoy creating games with chalk on the playground and teaching the staff and their friends how to participate in the game.
- Staff have high expectations for children's behaviour. They set clear expectations

at the start of the session and have appropriate strategies to encourage positive behaviour. Staff interact and engage in children's play and model the behaviour they expect from them. For example, they actively listen to the children when they speak and allow time for them to express themselves. As such, children mirror this behaviour and listen to instructions and guidance from staff and their friends.

- Staff are happy and supported well in their continuous professional development. Training and qualifications are available for all staff. For example, during their induction, they receive safeguarding training and a paediatric first-aid qualification. This helps equip them to know and understand the procedures to follow if they have a concern about a child.
- Parent partnerships are strong. Staff share feedback each day with parents and share the activities their children have particularly enjoyed. Parents feel assured that their children are happy, safe, and confident at the after-school club. Children enjoy spending time with the adults who care for them. They speak positively about the staff and their time at the club when they go home.

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	2666033
Local authority	Buckinghamshire
Inspection number	10347126
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	5 to 10
Total number of places	40
Number of children on roll	100
Name of registered person	Nxt Level Coaching Ltd
Registered person unique reference number	2666031
Telephone number	07703187543
Date of previous inspection	Not applicable

Information about this early years setting

Nxt Level Coaching @Twyford C of E offers after-school care only for children attending the school. The provision is run on the site of Twyford C of E School. It provides care from Monday to Friday 3.15pm to 6pm. They employ three staff, one of whom is a qualified level 6 teacher.

Information about this inspection

Inspector

Lisa Robinson

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 during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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