

# Inspection of St Claire'S@ St Peters

St Peters School, Holdenhurst Avenue, Bournemouth BH7 6RG

---

Inspection date:

31 January 2025

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

---

Previous  
inspection

Good

## What is it like to attend this early years setting?

### This provision meets requirements

Leaders and staff greet children with warmth and excitement, as they collect them from their classrooms. Children immediately share their success of their school day and staff celebrate this with praise and encouragement. During this transition, leaders share key information with staff, using walkie-talkies, to ensure smooth transitions between school and the club. Children gather for registration and staff's vibrant and enthusiastic attitude helps to motivate children after a long day at school. Children answer the register in various languages, such as French. Outside, older children develop their strength and coordination, as they swing from the monkey bars. Younger children practise their football skills and older children role model and guide them. Older children carefully copy and draw Chinese numbers and symbols, widening their awareness and understanding of Chinese New Year.

Leaders and staff have clear expectations for children's behaviour. Children behave well. They are kind and thoughtful and staff encourage manners. For example, children hold doors open for each other, helping them to develop awareness of others. Staff deeply value children's views, ideas and opinions, helping children to feel a secure sense of belonging. Leaders and staff use effective reward systems in line with the school to promote positive behaviour. This encourages children to think about and manage their own behaviour.

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

- Leaders, staff and children plan together. Children share their ideas on different themes, such as sports week. Leaders ensure this is adapted for the age ranges of children by completing separate planning for children who are eight years and under. Children laugh together as they play in the role-play corner. Older children recap on what they have learned that day, as they ask their friends about multiplication. Children show enjoyment and interest in the activities on offer.
- Communication is strong. Leaders deploy staff effectively across the vast space the club occupies. This ensures that children are safe, secure and receive the support they need. Leaders and staff have formed good relationships with the teachers and use consistent communication to relay messages to parents. Children confidently share what they like doing at the club, such as playing outside and colouring.
- Children benefit from the well-planned and organised environment, supporting their well-being. Leaders create 'quiet areas' for children to relax and take time out. Staff notice quieter children and swiftly engage in gentle discussions, helping children to feel at ease. Staff check in with children throughout their time at the club to assess how they are feeling. Children form good relationships with staff and they know children well.

- Staff encourage children to make healthy choices, they choose from a selection of healthy fruit and vegetables during snack time. Children wash their hands independently and sit themselves down at the table, where they chat sociably together. Children form good friendships. Older children engage in conversations with younger children, helping them to build their confidence. Staff ensure children get lots of fresh air and exercise daily. They understand that children need to burn off some energy after a busy day at school. Children stay within boundaries and enjoy running, climbing and jumping over puddles.
- Leaders are highly reflective and dedicated to their roles and responsibilities. They work effectively together to enhance the provision the club offers. For example, leaders and staff are developing the space for older children to provide more challenging and motivating activities, helping to engage them further. Staff have access to regular training opportunities to keep their knowledge updated, such as behaviour management. Leaders monitor this effectively and set regular quizzes to check their knowledge. Staff report high levels of well-being.
- Parents comment on the range of activities provided at the club and highly value leaders and staff. Leaders use social media platforms and emails to provide parents with an overview of the club, alongside discussions on collection of children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY482783                                            |
| <b>Local authority</b>                             | Bournemouth, Christchurch & Poole                   |
| <b>Inspection number</b>                           | 10372085                                            |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care                              |
| <b>Age range of children at time of inspection</b> | 4 to 12                                             |
| <b>Total number of places</b>                      | 50                                                  |
| <b>Number of children on roll</b>                  | 283                                                 |
| <b>Name of registered person</b>                   | Safe and Sound Childcare CIC                        |
| <b>Registered person unique reference number</b>   | RP532791                                            |
| <b>Telephone number</b>                            | 07825877308                                         |
| <b>Date of previous inspection</b>                 | 2 April 2019                                        |

## Information about this early years setting

St Claire'S@ St Peters registered in 2014. It is one of five privately owned out-of-school clubs. It provides after-school care at St Peters School in Bournemouth, Dorset. The club operates Monday to Friday from 2.45pm to 6pm, during term time. The club also provides a holiday club during the school holidays. There are five members of staff who work directly with the children. The manager holds qualified teacher status, two staff hold early years qualifications at level 3 and two staff are unqualified.

## Information about this inspection

### Inspector

Chelsea Woollard

## Inspection activities

- The inspector observed children's interactions during play and discussed the activities provided to them with staff.
- The inspector observed staff practice and considered the impact this has on children's play experiences.
- The inspector viewed parents' feedback of the club.
- Leaders provided the inspector with a sample of documents, including evidence of suitability of staff and first aid.
- Children spoke to the inspector about their time at the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025