Inspection of Willows Out Of School Club

Burwell Village Primary School, The Causeway, Burwell, CAMBRIDGE CB25 0DU

Inspection date: 5 June 2024

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children come in happily to the club and are greeted warmly by staff. The environment is spacious, airy and welcoming. Staff are kind and caring role models who prioritise children's care. They have opportunities to freely explore a wide range of resources which are skilfully organised by staff. The indoor and outdoor environments provide fresh air, comfort and a safe space. Children communicate together telling each other stories and narrating throughout their free play. Children's behaviour is good. They know the rules and have agreed expectations. Behaviour rules are securely embedded, and staff encourage appropriate behaviour.

Children enjoy snacks and breakfast to start them off ready for school. They place their order from the picture menu on arrival. Staff attentively support and provide them with healthy choices such as cereals and fruit. Children have plenty of time to enjoy outside games after school using the extensive grounds of the school site. They enjoy snack outdoors and are ready for plentiful activities on return inside. The environment has space for rest and calming activities to end the busy school day. Staff create a homely space, and children have some opportunities to be independent and learn life skills.

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

- Children talk about their creations and achievements. They enjoy the praise given by staff who support children's self-esteem. Children excitedly talk about the pictures they have drawn such as an aircraft carrier, or a tall mountain with a 'peak' in the sand tray. Children talk about what they enjoy doing at the club and talk fondly of the staff who they can approach to talk to. They have their own scrapbooks to draw in and the self-portrait painting wall displays all their smiling faces.
- Children's interests are followed, and staff plan fun opportunities from these. They explore different ways to paint, for example, on foil using tweezers to find spiders in a string web. Children eagerly play table football and cheer when a new goal is scored. There are plenty of books to read and table-top games that capture interest. Children sit in comfort talking to their friends and building relationships. They talk about experiences from home and share interesting conversations with staff.
- Staff know how to keep children safe and ensure they are supervised appropriately. The environment is kept safe and secure with any risks minimised. Staff are fully aware of their responsibilities to report changes in children's behaviour and any concerns. The welfare of the children is central to the ethos of the club. Staff are knowledgeable, keep up to date, and attend relevant training such as safeguarding and food hygiene.

- Documentation is clear and well organised. The manager is passionate about doing a good job and staff agree they feel well supported. Staff work well as a team and are able to reflect on their practice. The club has links with the school and works with outside professionals to ensure children's needs are met. Children with special educational needs and/or disabilities are well supported, and adjustments are made where needed.
- Parents are complimentary of the staff and leaders. They recognise the hard work and important role staff play in their children's lives. Parents talk about how their children enjoy positive experiences. Staff have good partnership working with families and communication is effective. The 'worry monster' activity enables children to share their thoughts, worries or concerns with staff in a safe space.

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	259660
Local authority	Cambridgeshire
Inspection number	10335138
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	58
Name of registered person	Seal, David George
Registered person unique reference number	RP903215
Telephone number	01353 624821
Date of previous inspection	6 June 2018

Information about this early years setting

Willows Out Of School Club registered in 1998. It operates from the Phoenix room at Burwell Village College Primary School, Burwell, Cambridgeshire. The club is open each weekday during term time only. Sessions are from 7.30am until 9am and from 3.15pm until 6pm. The setting employs four members of staff who work directly with the children. Of these, one holds an appropriate early years qualifications at level 3.

Information about this inspection

Inspector
Helen Clutterham

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 manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The manager and the inspector talked about the provision, the activities and the provision's aims.
- The inspector observed the interactions between staff and children.
- Children communicated with the inspector during the inspection.
- Children told the inspector about their friends and what they like to do when they are at the provision.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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