

Inspection of Meadow out of School Club

Meadow Primary School, Sparrow Farm Road, EPSOM, Surrey KT17 2LW

Inspection date: 14 October 2024

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

Children feel welcomed and part of the family at this homely setting. They form trusting relationships with staff, who get to know them and their families very well. Children know the routine and what is expected of them. For instance, they listen to and follow instructions as they line up ready to walk to the club. When they arrive, children know to place their belongings in the trolley.

Staff carefully plan the environment to meet the needs of all children who attend. They divide the setting into smaller areas to create a calm environment. Staff create cosy spaces for children to relax and rest if required. The staff know the children well, what their interests are, and how to support them in their play. Children make informed choices in their play. For example, they enjoy a wide range of creative activities, small-world play, and construction toys. Outdoors, children have daily access to a well-resourced space. Staff motivate children to join in and exercise in the fresh air. For instance, they happily take part in active games, such as football. This helps to support children's health and well-being.

Children's behaviour is particularly good. They are polite and well-mannered and confidently engage with visitors. Older children are positive role models. They are keen to teach younger children new skills, such as how to play card games.

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

- Staff establish close bonds with children as soon as they begin at the club. The younger children benefit from a dedicated key person to help them to settle and support their emotional wellbeing.
- Staff support children effectively to learn about healthy lifestyles. They provide nutritious snacks and teach children to manage their personal care and hygiene, such as using the toilet and washing their hands independently.
- Children's physical development is supported well. Staff plan activities to test children's physical endurance and develop a love of exercise. Children relish these moments. For instance, they are excited to take part in regular yoga and dance sessions. This helps to develop their coordination, strength, and balance.
- Staff teach children to work collaboratively and help them to remember the rules of popular board games. Children are kind and sensitive to each other.
- Staff well-being is valued and a high priority for the leadership team. Staff say they love working at the club and that it is like being part of a big family. This is reflected in the high staff morale. Staff are effectively supported through supervisions, appraisals and informal discussions. They have access to a variety of professional development opportunities to support them in their roles.
- Leaders and staff work as an effective team and communicate well. They deploy

themselves well to ensure good supervision of the children. Staff consistently monitor children as they move between the indoor and outdoor environments. They keep children safe as they implement and follow robust security procedures during pick up times and throughout their provision.

- Leaders have clear oversight of the provision and are passionate about providing a club that is fun and inclusive. They place a strong emphasis on ensuring that children are at the heart of everything they do. Leaders are committed to continual improvements. For example, they recognise that there is scope to improve how they share information with parents to help promote continuity in care and learning.
- Staff provide children with daily craft activities. These frequently link to various celebrations, such as Chinese New Year and Diwali. Staff skilfully engage children in conversations while children take part in the crafts, such as discussing the significance of the activities. This helps to develop their understanding of the wider world.
- Staff plan a wide range of activities that complement children's learning at school. Children relish the opportunities to be active outdoors. For example, they enjoy climbing across frames and excitedly race around the track in the garden riding a range of wheeled toys. This supports children's physical development, as they develop muscle control and coordination.
- The club is a valued part of the school community. Staff have strong relationships with children's class teachers. They regularly communicate to gather key information about children's time at school. This enables them to meet children's care needs and identify when they have experienced changes in their lives.
- Strong partnerships with parents are established. Parents compliment the club, stating that 'the staff are wonderful' and 'children love coming and never want to leave'.

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	122498
Local authority	Surrey
Inspection number	10367101
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	3 to 8
Total number of places	130
Number of children on roll	478
Name of registered person	Meadow Primary Out of School Care Committee
Registered person unique reference number	RP909374
Telephone number	0208 786 8255
Date of previous inspection	11 February 2019

Information about this early years setting

Meadow out of School Club registered in 2001. Sessions are from 7.30am to 9am and from 3.15pm to 6pm, Monday to Friday, during term time. During the school holidays, the setting is open from 8am to 5.30pm. The setting employs 36 members of staff. Of these, 11 hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- The inspector viewed the after-school club and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- Staff spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the after-school club.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the after-school club 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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