

Inspection of Shine @ Flax Bourton Primary

Flax Bourton Primary School, Station Road, Flax Bourton, Bristol, Somerset BS48 1UA

Inspection date:

19 March 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

Children have good relationships with all the staff. Staff show genuine interest in children and take time to listen to children and gain their views, and they then incorporate these in their plans for their 'Shine' sessions. They chat with children about their day at school as they happily arrive in the school hall for their session. Children enjoy staff's company in activities. They have lots of fun as they play games outside, such as hide and seek tag on the school field and playground. They show confidence to speak with staff about things they want or need. Staff are attentive to children's well-being. They promptly meet children's care needs and offer timely assistance and reassurance if children have a tumble on the playground.

Children enjoy their time at 'Shine', spending time with their friends and playing outside in the extensive grounds. They try out their skills on the playground equipment and copy older children's movements, trying to do cartwheels on the grass. Children show respect for others and listen to staff's reminders and explanations on safe practices, adapting their behaviour appropriately. Older children are thoughtful to the younger ones and help them when needed. Any occasional instances of minor disagreements are sorted by staff quickly and sensitively. Children play cooperatively together; they construct towers with blocks and enjoy creating with construction bricks.

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

- Staff follow suitable procedures to help ensure children's safety. They secure the outside areas, locking gates so that children can explore independently, and ensuring that children understand the boundaries and areas they can access. Staff work as an effective team, to ensure children are supported suitably as they play outside in the school grounds. Staff communicate well, using walkie-talkies effectively to ensure they can monitor children across the different areas. They also liaise with each other effectively to aid the smooth running of the sessions, such as efficient home time arrangements.
- Staff work in close partnership with teachers at the school. They are mindful to speak with Reception class teachers at pick up in the afternoon. They liaise about children's needs and use this information to support children while at the sessions. They also make sure they pass on any necessary information to parents when they collect their children. Staff use the company's electronic systems to share information with parents. They produce newsletters, and staff feedback to parents when they come to pick children up. They promote a beneficially consistent approach to the support children receive.
- At times, staff suitably involve children in the session's routines. Children know

the arrival arrangements and find a place to put their belongings. They excitedly join in a speedy registration time when, as a group, they see how quickly they can answer to their names. They listen well, lining up when it is time to move on to the next session or time to go home. However, staff do not always support children to develop their sense of responsibility fully. Snack time shortly after children's arrival is busy, many children move about with their food and sometimes start to play or join games while still eating. Staff are mindful of children's safety and encourage them to find a place to sit down to eat but their routines do not help children to manage this independently.

- Staff development is focused on close and regular support and supervision meetings are undertaken with them. Staff undertake mandatory and additional training. There are useful opportunities for them to develop their skills and practice. Staff meet regularly at weekly company meetings and training sessions. More recently, these have been enhanced to offer a more targeted approach, encouraging information sharing between staff working in similar roles across the company, to help develop staff knowledge and practice further.

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	2510947
Local authority	North Somerset
Inspection number	10388197
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	56
Number of children on roll	110
Name of registered person	Shine Wraparound Care Limited
Registered person unique reference number	RP561376
Telephone number	01174033033
Date of previous inspection	2 July 2019

Information about this early years setting

Shine @ Flax Bourton Primary registered in 2019 and is located at Flax Bourton C of E Primary School, North Somerset. It operates from 7.35am to 8.45am and then from 3.15pm to 5.55pm, Monday to Friday during school term times only. It also runs sessions in the school holidays. There are three members of staff, two hold coaching qualifications at level one and two.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed all areas and discussed with the manager and regional manager how these areas are used.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector gained the views of parents and children.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the managers discussed their procedures for safeguarding the children.

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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