

Inspection of Lincoln City Foundation After School Club

Lincoln City Football Club Ltd, Stadium, Sincil Bank, Lincoln LN5 8LD

Inspection date:

22 February 2023

**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

All children, including those who speak English as an additional language, are happy to greet staff at the end of their day at school. Children confidently interact with visitors, explaining to them what they particularly enjoy doing in the club. This includes playing chess, football and gymnastics. They say that it is a 'great club'. Children take an active part in developing the rules and boundaries. They tell visitors that they need to be kind to others. Children are given tasks to complete, helping to give them a sense of responsibility. For example, they help to prepare snacks for their friends, such as cutting up cucumber and preparing bread sticks and peppers.

Children thoroughly enjoy the time they spend outdoors on the artificial grass football pitches. They copy staff and develop new skills, such as to put a ball in between their feet, jump and to flick it up behind them. Children ask staff to time them when they make up games, such as to run for 20 seconds with their friends. Children show positive relationships with staff. They are keen to show staff what they can do, asking them to look when they spin a hoop around their bodies. Indoors, children use their imagination and are creative. They use boxes, tape and scissors safely to construct, saying they are making a robot.

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

- The manager and staff work closely with schools that children also attend. They find out what children are learning during the day and complement this in the club. For example, when children learn about Chinese New Year at school, staff offer them activities to make dragons and envelopes to put money inside.
- Staff promote children's emotional well-being effectively. When new children start attending, they spend time getting to know them. Staff provide resources that enable children to follow their interests, such as in toys they are familiar with at home.
- Children with special educational needs and/or disabilities are supported well by staff. For example, they work with parents to provide individual support to help children to feel emotionally secure when they meet staff at the end of their school day. Children are offered a safe space to go to calm down to help them to manage their emotions.
- Staff help children to learn how they can keep themselves safe. For example, before leaving school, children are asked to remember the rules when they walk with staff to the club. Children say that they need to stay behind an adult and to walk on the path and not the grass. This helps children to understand what is expected of them.
- The manager supports staff to extend their professional development. Recent in-

house training helps staff to defuse behavioural and emotional situations that arise with children. Staff praise children for their achievements, helping to raise their self-esteem and confidence. For example, they give them a 'high five' when they kick a ball into a football net.

- The manager and staff reflect on what they offer children. They have recently been able to offer children more variety in the range of fruits they have at snack time. Parents say that they appreciate the range of snacks children are offered and this helps their children to try different foods to extend their diet.
- Staff ensure that children have daily opportunities to play outdoors to promote their well-being. During this time, they use their imagination and decide what games to play with their friends. However, when children spend time indoors, they are not fully supported to make independent choices in their play. This means that they are not as well engaged as they are outdoors.
- Children are supported to understand when the routine in the club changes. For example, staff give them a five minute warning before it is time to tidy-up toys to go indoors. Children who are less willing to help are encouraged by staff. For instance, they make it into a game and pretend to race with children to reach a toy they ask them to put away. This encourages children to have a positive attitude to helping.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to promote children's safety. They know how to identify the signs and symptoms of abuse. This includes being able to recognise if children are being exposed to extreme views and beliefs. The manager and staff know where to report any concerns they have regarding children's welfare and safety. Staff supervise children well and regularly count them when they move around the club's facilities. A member of staff who holds a paediatric first-aid qualification is always available to treat a child's medical needs quickly. If children are collected by other adults, the manager has procedures in place to ensure that permission from parents is gathered first.

Setting details

Unique reference number	2605474
Local authority	Lincolnshire
Inspection number	10265358
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	27
Number of children on roll	78
Name of registered person	Lincoln City Foundation
Registered person unique reference number	RP552042
Telephone number	01522 563792
Date of previous inspection	Not applicable

Information about this early years setting

Lincoln City Foundation After School Club registered in 2020. It is situated in the grounds of Lincoln City Football Club Ltd in Lincoln, Lincolnshire and is independently run from the football club. The club employs eight members of childcare staff. The manager holds early years teacher status. The club opens from Monday to Friday, all year round apart from bank holidays. During term time, sessions are from 3.30pm until 5.30pm and a holiday club runs from 8.30am until 5pm.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider has 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 observed activities, indoors and outdoors, and the interactions between staff and children.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector carried out an observation of an activity with the manager.
- The inspector held a meeting with the management team. She reviewed relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to several parents 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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