

Inspection of KCs Breakfast and Afterschool Club

Stoke Damerel Primary School, Collingwood Road, PLYMOUTH PL1 5PA

Inspection date:

11 December 2024

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

Children enjoy a wide range of activities, are happy and enthusiastic on arrival and quickly settle for registration. Children animatedly chat with friends and discuss their day as they enjoy an after-school snack. Routines are well established, and children confidently explore interests, interacting well with staff and asking for support when needed. Children are calm. They show good levels of independence, and it is a friendly, bustling and fun environment.

The relationships between staff and children are exceptional. Staff are welcoming and greet all children enthusiastically. Staff know children's characters and support these to flourish through frequent interactions, playing alongside children or offering encouragement or assistance. Staff are quick to praise children when they are being kind and helpful, and children beam with pride to have their efforts recognised. Children of different ages readily play with each other and show high levels of engagement. Staff provide clear instruction and model language well for children, speaking clearly and in full sentences.

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

- Staff are passionate about the care they provide. They build caring, respectful relationships with the children. Staff discuss successes of the school day with children. They share in children's excitement of birthday celebrations to be had. They value things of importance to children, and children feel empowered by this, and their self-esteem blossoms.
- Staff are exemplary role models for the children. They help children to solve problems in their play and recognise and value their own achievements. For example, the children enjoy creating their own Christmas decorations, and staff are quick to praise their efforts and share in children's joy.
- Staff receive comprehensive training before they start working with the children and have a wide range of skills, which they use to maximise enjoyment and engagement of children. Staff access regular professional development opportunities through an online platform and engage in courses with enthusiasm, knowing it enhances the care experiences of children. For example, staff have completed training on supporting children's mental health. They use this training to enhance children's well-being, such as by greeting every child as they move from playing outside to inside. Children smile at this and feel valued.
- Children enjoy a wide range of nutritional foods at snack time, and routines have been established so that the snack time experience is social and inviting for the children. In this time, children build friendships and plan activities they are going to play with. Snack time revitalises children after a busy school day and allows opportunity to refuel and relax.

- Children have access to fresh air and outdoor play. Staff create an engaging environment that children eagerly explore. Children excitedly play with friends on large scale balancing courses and enjoy skipping and football outside. Inside, children enjoy crafting and access to open-ended resources, such as building blocks. Children enjoy creating imaginative stories with dolls and excitedly talk about the party dress chosen for the doll to wear. They explain it was the best choice as it sparkles.
- Leaders and staff build strong relationships with parents and carers. Parents feel communication is good. They state that the staff are exceptionally caring and report how excited their children are to attend.
- Staff set age-appropriate rules and expectations, which support children's good behaviour and promote their safety. Children respect and care for each other. Older children remind younger ones to walk when inside and explain 'we all look after each other'. Children speak excitedly about the 'star of the week' award and how important kindness and teamwork are to be a 'chosen star'.

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	2696350
Local authority	Plymouth
Inspection number	10367475
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 11
Total number of places	120
Number of children on roll	180
Name of registered person	Stoke Damerel Pre-School Committee
Registered person unique reference number	RP908653
Telephone number	01752605390
Date of previous inspection	Not applicable

Information about this early years setting

KC's Breakfast and Afterschool Club registered in 2022. It operates from Stoke Damerel Primary School, in Plymouth, Devon. The club opens Monday to Friday, term time only. It operates 7.30am to 8.15am and 3.30pm to 6.00pm

Information about this inspection

Inspector

Shirley Evel

Inspection activities

- The inspector viewed the provision 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 club.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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