

Inspection of Spring OSCARS @ Westgate Academy

Westgate Academy, Westgate, Lincoln LN1 3BQ

Inspection date:

4 July 2025

**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's emotional well-being is supported well by staff. For instance, if children arrive into their care upset, staff get down to children's level, give them cuddles and talk about what they would like to do in the cub. This helps children to be calm and settle quickly.

Children show that they enjoy staff playing alongside them, such as to play games. Staff ask children to explain the rules of games to them, supporting older children to be confident to talk about what they know. Children behave well. They listen to staff when the routine in the day changes. For instance, staff ring a bell that alerts children to stop what they are doing and to listen to their instructions. Children like to be physically active. Outside, older children play ball games, such as football and tennis. Inside, younger children play catching games and are supported by staff to show kindness to others and involve them in their game.

All children are supported by staff to take part in competitions that take place throughout the county. This includes children being creative and drawing mythical creatures. Staff submit children's artwork to be judged and results in some children having their artwork published in a book. Children proudly share with visitors their drawings, showing a sense of achievement.

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

- Staff and children work in partnership to develop the rules in the club. Staff give children gentle reminders of these, such as to be kind and respectful. Children show that they understand these and tell visitors that to show respect, they could be kind to someone. Furthermore, staff give children stickers to help recognise their achievements. This contributes to raising children's self-esteem.
- Children talk to staff about their experiences at school. When they talk about transitions into new classes, staff help them to understand the experiences they will face. For example, staff ask older children to share with younger children their experiences of being in higher classes in school. This helps to provide children with reassurance and to be prepared for the changes they will face.
- Staff develop strong relationships with children. This results in children confidently talking and holding conversations with staff about their thoughts and views. Staff listen to children and take an interest in what they have to say. This helps children to feel valued.
- Staff make available toys and resources that promote children's interests. Children make independent choices about what they would like to play with from the range available. Children say they like playing with construction bricks, where they can construct catapults. However, staff do not help children to learn

about similarities and differences between themselves and others, such as different cultures and traditions.

- Staff offer children a range of nutritious snacks to promote healthy eating. Children make suggestions to staff about favourite foods they would like to eat, such as breadsticks, crackers and cheese. Staff find out about children's dietary and allergy needs and provide for these. Procedures are in place to ensure that all staff are aware of these, helping to promote children's good health.
- Staff reflect on the experiences children receive at the club, including after any accidents and incidents that occur. Recent changes include having designated play spaces in the playroom. This includes providing a separate space for children to be physically active and a space for quieter activities. This contributes to providing a safer space for children to play.
- Staff promote children's safety well. For example, when staff walk with children in the street, they give children high-visibility waistcoats to wear so they can be easily seen. Staff remind children to walk with a friend and to listen to their instructions. Children understand that if there are pedestrians on the path, they need to walk in a line to let other people pass them.
- Parents are kept informed about their children's time in the club. This includes staff sending them photos about activities children enjoy and making available information, to inform them of what foods their children are offered.

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	2724740
Local authority	Lincolnshire
Inspection number	10392467
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	65
Number of children on roll	248
Name of registered person	Action For Children Developments Limited
Registered person unique reference number	RP539433
Telephone number	TBC
Date of previous inspection	Not applicable

Information about this early years setting

Spring OSCARS @ Westgate Academy registered in 2023. It is situated in the grounds of Westgate Academy, Lincoln, Lincolnshire and is run independently from the school. The club employs 11 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 or above. The club opens Monday to Friday, all year round. Sessions during term time are from 7.30am until 9am and from 3.30pm until 6pm. During the school holidays, sessions are from 7.30am until 5.30pm.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The manager and the inspector completed a tour of the club.
- 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 manager and deputy manager. 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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