

Inspection of Timeout After School and Breakfast Club CIO

Manland Primary School, Sauncey Avenue, Harpenden, Herts AL5 4QW

Inspection date:

15 May 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 look forward to attending this vibrant club. They are excited to arrive and are greeted warmly by staff before enjoying a healthy snack and settling down to their choice of play. Staff provide a wealth of activities and resources that cater well to the varied ages and interests of the children who attend. For example, children enjoy exploring a variety of sports and physical games on the school playground. Those who prefer quieter activities, enjoy completing crafts indoors or reading in the cosy library area. Children play an active role in organising their club environment. For example, they help select and purchase new resources and created their own notice board, where their artistic efforts can be displayed for everyone to admire.

Children are highly sociable and interact well with one another. They seize every opportunity to plan exciting play opportunities with their friends. For example, children create their own gymnastics routine, where they offer one another advice and support and celebrate one another's efforts and skills. Enthusiastic staff support this ethos of cooperative play well by organising and participating in team games, such as football matches.

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

- Leaders monitor staff performance closely. They complete regular assessments with all staff to identify additional training requirements and monitor well-being. Staff have access to a variety of online and face-to-face training opportunities to support their daily practice and enhance their knowledge and skills.
- Children attending Reception classes are particularly well supported in the club. Staff work with parents to gather robust information about children's interests at the start. These children have a named member of staff, who provides additional practical and emotional support. Additional communication such as termly updates allow parents to gather a deep insight into children's time at the club.
- Leaders and staff establish highly effective working relationships with the host school. Many club staff also work with children at the school. This allows them to have a robust understanding of all children, their interests and personalities. When collecting children from their classrooms, staff share vital information about children's day at school with class teachers. This enables them to offer additional support, if necessary.
- Children behave well and form respectful relationships with one another and staff. Leaders and staff promote children's understanding of appropriate behaviour by mirroring some of the school's strategies. This provides a consistent message for children that promotes positive behaviour. Staff supervise play well and enthusiastically join in activities with children. These close

interactions allow them to remind children of the importance of good manners and considerate behaviour, where necessary.

- Staff implement robust strategies to ensure children are safe at all times. They supervise children extremely well throughout their time at the club. Staff use radios to communicate children's whereabouts and ensure first-aid equipment and trained staff are always close by. They consider children's allergies and medical needs well and have meticulous processes in place to ensure children enjoy a variety of delicious and healthy meals and snacks safely.
- Leaders and staff meet the needs of children with special educational needs and/or disabilities well. They communicate with staff at the host school when creating a safe and stimulating environment that supports children's specific requirements. Where appropriate, leaders provide experienced and skilled one-to-one staff to ensure children's safety and well-being while at the club.
- Staff communicate well with families. They share regular newsletters that reflect on past activities and inform parents about key future events. Parents provide leaders with written feedback in the form of annual questionnaires. These are reviewed when evaluating the care that the club provides, ensuring that it continues to meet the needs of all families.

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	2726956
Local authority	Hertfordshire
Inspection number	10392468
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	60
Number of children on roll	128
Name of registered person	Timeout After School and Breakfast Club CIO
Registered person unique reference number	2726957
Telephone number	07807921246
Date of previous inspection	Not applicable

Information about this early years setting

Timeout After School and Breakfast Club CIO re-registered in 2023 and is situated on site at Manland Primary School in Harpenden. The breakfast club operates Monday to Friday from 7.30am to 8.40am. The after-school club sessions are Monday to Thursday from 3.20pm to 6.20pm and from 3.20pm to 5.20pm on Fridays. The club employs 13 members of staff.

Information about this inspection

Inspector
Antonia Campbell

Inspection activities

- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.

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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