

Inspection of Premier Wraparound @ CSM

Clyst St. Mary Primary School, Clyst St. Mary, Exeter EX5 1BG

Inspection date:

10 March 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 are supported well as they move from their school day into the after-school club, making a smooth transition while remaining in the familiar school environment. They quickly settle and are given the opportunity to either join in with an active game or sit on benches to enjoy a healthy snack, either fruit provided by the setting or one they have brought from home. The structured and familiar change from school to the after-school club helps children feel secure and settled. This consistency supports their emotional well-being and helps them to adjust after the school day. By offering children the option to engage in active play or relax while eating snack, children develop independence and the ability to make choices that suit their needs, such as choosing to unwind after a busy day or burning off energy.

Children's behaviour is good, reflecting the high expectations set by the staff. Staff use effective strategies to maintain rules and routines. For instance, when noise levels rise, staff use clapping games, which children promptly respond to by joining in and then following instructions.

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

- Staff respond effectively to children's individual needs by taking a personalised approach to activities. Leaders work closely with the school's special educational needs coordinator to understand and meet all children's needs. They create a good support system to help children learn how to self-regulate their emotions and behaviour.
- Children follow well-established routines, which create a sense of security and familiarity. They independently wash their hands before snack time, help with clearing up and understand the rules and expectations set by staff. These routines not only reinforce good hygiene practices but also encourage independence and responsibility. However, during the transition to snack time, staff do not consistently ensure a smooth and settled experience for all children, and they become noisy and overly excitable.
- Staff organise the football club well, actively engaging with all children, who clearly have fun while developing new skills. Children learn to support each other, with staff modelling encouragement and teamwork. For example, when children take turns shooting penalties, staff lead by cheering everyone on, including the youngest children, ensuring they feel included and valued. This approach builds children's self-esteem and resilience, encouraging them to take risks, participate with confidence and continue developing their skills.
- Parents report that their children enjoy their time at the setting, highlighting the welcoming and engaging environment staff create. However, leaders do not

gather sufficient parental feedback to provide a consistent approach between home and the after-school club.

- Strong and supportive leadership at the after-school club creates a positive and effective working environment. Leaders know their staff well, recognising their strengths and using this insight to plan targeted professional development. As a result, staff continuously refine their skills. This commitment to staff development directly enhances the children's experience. Well-trained and motivated staff create a nurturing environment where children feel safe, valued and engaged. The leadership team focuses on collaboration and support to reinforce a culture of trust, consistency and high-quality care.
- Leaders set high standards for inclusive care and education and ensure everyone works towards them. They create clear policies, strong training programmes and share best practice to help staff grow. Experienced team members receive extra training and actively teach and support others, ensuring consistent and ongoing learning. Staff regularly engage in training, take part in interactive discussions and review policies, which keeps them informed and confident in their roles. Senior leaders understand their responsibilities and carry them out effectively. They set clear goals for the organisation and actively monitor progress. They challenge and support managers, ensuring that training, policies, and daily practices stay effective and focused on achieving the best outcomes. Their involvement maintains high standards and ensures that staff receive the support and resources they need to excel.

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	2771065
Local authority	Devon
Inspection number	10381674
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	72
Number of children on roll	27
Name of registered person	Steer Sports and Education Limited
Registered person unique reference number	2719212
Telephone number	07495987807
Date of previous inspection	Not applicable

Information about this early years setting

Premier Wraparound @ CSM was first registered in January 2024 and is located on the site of Clyst St. Mary Primary School, Clyst St. Mary, Exeter. The club is independently run from the school and operates Monday to Friday, between 3.30pm and 6pm. Premier Wraparound @ CSM employs two members of staff who work directly with children, both of whom hold level three qualifications.

Information about this inspection

Inspector

Ruth Glover

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the after-school club.

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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