

Inspection of Scl At Frensham Heights School

Frensham Heights School, Frensham Heights Road, Rowledge, Farnham, Surrey
GU10 4EA

Inspection date: 30 July 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children show that they feel safe and secure at this friendly and welcoming club. Staff provide a warm and welcoming environment and ensure that the individual needs of all children are met. Children enter the club with enthusiasm, know where to find the resources they need and quickly become engrossed in play. Children are highly motivated, eager to join in and enjoy playing games with their friends. For instance, they play 'ultimate tag' and chase each other around in the spacious outdoor area. Children know that when they have been 'tagged' they must crouch down until another child touches them.

Children behave very well. They quickly respond to instructions from staff and play harmoniously alongside their friends. Leaders and staff have high expectations for children's behaviour and conduct. At the beginning of each day, staff sit with children and reinforce the rules of the club. These include being kind to others and making sure they are always within sight of staff. Staff act as good role models and use positive reinforcement to reward children. For instance, children receive stickers, wristbands and/or medals in recognition of their achievements.

Children have tremendous fun and become engrossed as they play. Staff plan interesting activities, based on a weekly theme. For instance, children make tennis racquets as part of a theme on the Olympics. Children use paper plates and wooden lolly sticks and create their own designs. They use these to bounce a balloon and calculate how long they can keep it in the air.

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

- Effective care practices successfully promote children's confidence in their own abilities. For example, staff encourage them to try out new experiences, such as balancing along wobbly bridges and walking along balancing beams backwards. Children show high levels of resilience as they practise these newly acquired skills.
- Leaders and staff place a strong focus on supporting children's physical and emotional health. Sports and outdoor activities are an integral part of the everyday routines. Staff provide an abundance of sports activities, and most children join in with energy and enthusiasm. For example, they participate in standing long jump and compare who can jump the furthest. However, on occasion, staff do not respond to individual children's interests and adapt the routines accordingly. For instance, when some children express that they do not want to join in with physical activities staff do not offer them an alternative.
- Leaders and staff promote children's health and well-being effectively. Parents are encouraged to provide healthy meals and snacks and children are reminded

to drink regularly to keep themselves fully hydrated. Children benefit from the support they receive from staff to be aware of the importance of making healthy food choices and of being physically active.

- Overall, staff teach children how to keep themselves safe. For example, during creative activities, they explain to children that they must keep away from the hot glue gun and that only adults are permitted to use this as it is hot. However, less emphasis is placed on helping children to gain an understanding of how to keep themselves safe when using digital technology.
- Leaders and managers place a high priority on staff well-being. They foster an environment for staff to feel happy and well supported in their roles and responsibilities. They highly value the staff's professional development. For example, staff receive good support to extend their knowledge and skills through appropriate training.
- Partnerships with parents are strong. Parents comment that staff provide an inclusive, safe, and secure space, where all children are welcomed.
- Leaders and staff are committed to providing children with a rich set of experiences to help them to develop an understanding of the people within their communities. For example, children talk about the roles of the emergency services and take part in activities to mark a range of festivals.
- Leaders are committed to the ongoing development of the club and continually strive for improvement. They complete regular audits of the provision and seek feedback from parents to help them to identify areas for development.

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	EY242574
Local authority	Surrey
Inspection number	10346879
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	130
Number of children on roll	487
Name of registered person	Soccer Coaching Limited
Registered person unique reference number	RP907605
Telephone number	0345 644 5747
Date of previous inspection	29 August 2018

Information about this early years setting

Scl At Frensham Heights School registered in 2002. The club opens five days a week during half term and summer school holidays from 8am until 6pm. The provider employs four members of staff.

Information about this inspection

Inspector

Ingrid Howell

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The inspector carried out a joint observation with the manager and discussed the quality of staff interactions with children.
- The inspector asked staff questions to establish their understanding of how to safeguard children.
- The inspector took account of the views of parents through face-to-face and written feedback provided.

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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