

Inspection of LASK childcare

Henry Chichele Primary School, School Lane, Higham Ferrers, Rushden NN10 8NQ

Inspection date:

15 November 2023

**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 arrive at the welcoming club eager to talk to staff about their day in school. They confidently put away their belongings before quickly settling into the activity of their choice. Staff listen to children's requests and ideas and provide a range of resources based on their interests. For example, children's interest in nature is explored as staff take children on a nature walk. They help children to identify various plants and bugs. Children collect leaves and twigs to create 'star wands', which they proudly show to their parents as they collect them from the club.

Staff ensure children have daily access to the outdoors. They organise team games, such as football, and help children understand the rules of the game. Children develop resilience as they play together. They celebrate each other's achievements and learn that it is okay not to win. Children build good friendships and confidently cooperate and take turns. Staff help to build children's confidence. They offer praise and encouragement as children use the climbing wall, balance and use their coordination skills. Children thoroughly enjoy their time at the club. They say the staff are 'great' and they have lots of fun.

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

- Staff take the time to get to know the children, including their likes, dislikes and interests. They gather information about children from parents when they first start to help children settle and meet their individual needs. Staff involve the children when making decisions about the activities they would like to engage in when attending the club. This gives children a sense of belonging and ownership of the club.
- Staff are aware of what children are learning in school. They provide support for children to practise and refine their skills while attending the club. For example, children continue to practise mathematics. They count out pasta pieces to correspond with number cards. They push the pasta into the dough to create hedgehogs and match them to the numbers they count. Children show pride in their achievements as staff praise their efforts, rewarding them with a 'high five'.
- The manager has strong links with the staff from the host school. She shares information with children's teachers and ensures staff at the club know how to support each child. Staff pass on messages between parents and the school. This continuous flow of information helps to meet the children's needs effectively.
- Parent partnership is good. Parents come into the club and chat with staff about their children's day and any interesting things they may have experienced. The staff are friendly and approachable. They communicate effectively to support

consistency in children's care. Parents say that their children thoroughly enjoy their time at the club and have lots of fun.

- Overall, children behave well. Staff are positive role models and encourage children to follow the club's rules. Some staff use effective ways to encourage children to listen, such as 'Simon Says'. However, these strategies are not used by all staff. This lack of direction sometimes leads to a noisy environment, where younger or less confident children struggle to be heard.
- Children learn to meet their own needs well. They wash their hands before eating and manage their personal belongings. They enjoy a simple snack when they arrive, which they enjoy. However, staff serve meals and drinks to older children, restricting their ability to take responsibility for themselves and enhance their independence skills further.
- Staff support children's understanding of other cultures and different ways of life to their own. They plan activities based on cultural celebrations. For example, children make clay candle holders and talk about Diwali being the festival of light. This helps prepare children for the diverse world around them.
- The manager ensures that the staff undertake training to keep their knowledge and skills up to date. They are also supported to achieve further qualifications. Staff are enthusiastic about training, and the manager regularly checks the staff's understanding and knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to safeguard children. They recognise the signs that indicate a child is at risk of harm. Staff are confident in recording and reporting concerns. They complete training to keep their knowledge up to date. Staff know the procedures to follow if they have concerns about another member of staff. They are also confident in recognising the signs to look out for linked to the 'Prevent' duty, including the risks of radicalisation. Staff complete risk assessments of the indoor and outdoor environments to help ensure children's well-being and safety.

Setting details

Unique reference number	2651285
Local authority	North Northamptonshire
Inspection number	10304879
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	40
Number of children on roll	118
Name of registered person	Franks, Patrick Timothy
Registered person unique reference number	RP563523
Telephone number	07818401707
Date of previous inspection	Not applicable

Information about this early years setting

LASK childcare registered in 2021. It operates from the Community Room at Henry Chichele Primary School, Rushden. The club operates from Monday to Friday, term time only. Breakfast Club sessions are 7.30am until 8.30am and the after-school sessions are from 3.10pm until 5.45pm. The club is also open during some school holidays, from 8.30am until 4pm. The club employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications.

Information about this inspection

Inspector

Charmaine Cayton

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 their evaluation of the provider.
- 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 the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the club.
- The inspector observed the interactions between the staff and the children.
- Parents shared their views of the club with the inspector.
- 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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