

# Inspection of Scl At Great Binfields Primary School

Great Binfields Primary School, Binfields Farm Lane, Chineham, Basingstoke RG24  
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Inspection date:

10 October 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Not Met (with actions)

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

The staff collect the younger children from their classrooms. They hold discussions with teachers to gain any information they might need. Consequently, children settle quickly and demonstrate they feel safe and secure at this busy club. They greet staff with a smile and are keen to talk about their school day. The staff organise the environment well and provide children with a variety of resources that follow their interests. Children are keen to engage in activities alongside their friends. For example, they are imaginative and delight in designing and creating their own Halloween bracelets and decorations. They take pleasure in sports activities and practise their throwing skills. Those children that need it, enjoy some quiet time and settle down to construct models with their friends.

Staff have high expectations for children's behaviour. They use discussions with children to help them learn why rules are important. Children demonstrate their understanding by responding to requests. For instance, they stop what they are doing when they hear staff clap their hands. Children are courteous. They listen to staff and follow their instructions. Staff offer incentives, such as certificates and medals as rewards for positive behaviour. This boosts children's confidence and self-esteem.

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

- Leaders are evaluative and reflective of their practice. Since the last inspection, they have introduced strategies to ensure all staff have regular coaching and training opportunities. Staff show commitment to professional development, which benefits children. For example, recent training on the organisation of play spaces, has given them confidence in how to manage children's behaviour positively.
- Staff work closely with the onsite school to make sure that they have the information they need to support children, specifically those with special educational needs and/or disabilities. For example, they hold regular discussions with teachers and share written reports. This ensures continuity of care and promotes children's well-being.
- The staff strive to provide high-quality care for children. They offer a range of resources that children of all ages enjoy playing with. There is a good balance between active and more quiet activities. This helps children to make choices that follow their interests.
- Children are eager to participate in the activities staff provide. For example, they take pleasure in designing their own creations. They discuss what they are making and enthusiastically ask staff for further materials. However, on occasion, the staff are quick to engage in discussion with children that are openly

confident to express their thoughts. This slightly hinders the opportunities those quieter children have to voice their own opinions and ideas.

- Staff support children's health and well-being effectively. For example, they encourage children to top up their water bottles and explain why they need to stay hydrated. They discuss the importance of eating a well-balanced diet as children enthusiastically fill up their wraps with the nutritious food options on offer. This supports children's understanding of making healthy choices.
- Staff encourage children of different ages to take part in team activities. As they explain the rules of the game, they give gentle reminders to all children to be aware of others around them. Older children are mindful of their younger peers and are keen to help them and give them support if they need it. All children play co-operatively and thoroughly enjoy their time at the club.
- Safety at the setting is a high priority. Staff deploy themselves well and always supervise children vigilantly. They place an emphasis on building children's understanding of how to keep themselves safe. For instance, they regularly talk to children about online safety, such as the risks of speaking to unfamiliar people on the internet.
- Partnerships with parents are strong. Staff spend time getting to know children and their families well. Daily discussions keep parents updated about their children's day. The good two-way flow of communication ensures staff consistently meet the needs of all children. Parents report that they are happy about the quality of care their children receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY543381
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10338402
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	459
<b>Name of registered person</b>	Soccer Coaching Limited
<b>Registered person unique reference number</b>	RP907605
<b>Telephone number</b>	0345 644 5747
<b>Date of previous inspection</b>	5 December 2023

## Information about this early years setting

SCL At Great Binfields Primary School registered in 2017. It offers before- and after-school care from the school premises, operating five days a week from 7.45am to 8.45am for breakfast session and from 3.15pm to 6pm, during term time. The club also provides holiday care Monday to Friday, from and 8am to 6pm. It employs four staff, three of whom hold relevant qualifications.

## Information about this inspection

### Inspector

Jane Franks

## Inspection activities

- Leaders showed the inspector around the premises and discussed how they ensure that they are safe and suitable.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- Leaders showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to staff during the inspection.

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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