

# The Hub

Ruishton C of E VC Primary School, Newlands Road, Ruishton, Taunton, Somerset,  
TA3 5JZ



<b>Inspection date</b>	30 October 2017
Previous inspection date	2 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Staff provide a welcoming environment and establish good relationships with the children. They encourage children to be involved in the planning of activities and value their ideas, which helps build their self-esteem.
- Staff use their risk assessments effectively to provide children with a safe and secure environment. They follow robust procedures to ensure only known and authorised adults collect children.
- There are effective arrangements to recruit and induct new staff, which helps ensure staff are suitable for their role.
- There are familiar routines to help children's emotional well-being. For example, 'meet and greet' gives children the opportunity to talk about their day and engage in conversations.
- Children have a good understanding of club rules for behaviour and negotiate their play well. For example, they know to sign up on the waiting list to use the computer and happily take turns in games.

### It is not yet outstanding because:

- Staff do not routinely gain information from teachers to support the planning of activities, to complement the educational programme children receive at school.
- Staff do not consistently support children who are new to the setting to practise procedures to keep themselves safe.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- develop the links with the school further, to help in the planning of activities to complement children's care, learning and development
- help children who are new to the setting to understand procedures to keep themselves safe.

### Inspection activities

- The inspector observed staff's interactions with children as they played inside and outside.
- The inspector offered a joint observation with the manager.
- The inspector sampled documentation, including suitability arrangements for staff.
- The inspector spoke with management, staff and children at convenient times during the inspection.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a good understanding of their responsibility to report any concern about a child or a colleague to appropriate agencies. Comprehensive policies and procedures ensure children's welfare, for instance, the safe use of digital cameras, mobile phones and electronic devices. Management supports staff's professional development well. They have annual appraisals to identify training needs. Staff meet regularly to share their ideas and review each other's practice to build on their teaching skills. For example, there has been recent in-house training to help staff manage children's behaviour positively. Staff establish good partnerships with parents and keep them well informed about the setting. Management evaluates the provision well and seeks the views of children on how to improve, which has helped them to expand the variety of books and games on offer.

### Quality of teaching, learning and assessment is good

Staff organise a good range of experiences for children to enjoy, which support their interests. Children remain focused on their self-chosen activities. For example, they play cooperatively on the computer and show a good understanding of how to operate the educational programs. They use the touchscreen computer accurately to complete 'pizza orders' and wait patiently for their turn. Children use construction toys imaginatively, for example, to build a home for their dinosaurs. Staff question children well, helping them to extend their ideas. Children enjoy quiet times. For example, they sit and colour, or talk about their Halloween experiences.

### Personal development, behaviour and welfare are good

Children are happy and well cared for at the club. They understand routines, such as the requirement to hang their possessions on a peg to keep them safe. Staff have improved opportunities for children to be independent and to learn good hygiene practices since the last inspection. Children know to wash their hands before they eat. They help themselves to breakfast or snack, and use knives safely to spread toppings. Staff show children respect, for example, giving them a five-minute warning so they can finish their play before they walk to school. Children have opportunities to play outside and explore. For example, they climb the net, crawl through the tunnel, and pedal the ride-on toys.

## Setting details

<b>Unique reference number</b>	EY387157
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1071104
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	The Hub School Committee
<b>Registered person unique reference number</b>	RP907286
<b>Date of previous inspection</b>	2 October 2014
<b>Telephone number</b>	01823 444302

The Hub registered in 2009. It operates from a purpose-built building in the grounds of Ruishton Primary School, on the outskirts of Taunton, Somerset. The out-of-school club is open each weekday from 8am to 8.50am and from 3.15pm to 6pm in term time. It operates from 8am until 6pm during some school holidays. The Hub committee employs 12 members of staff. Of these, one holds qualified teacher status, one holds an early years qualification at level 6, two hold early years qualifications at level 4 and five hold early years qualifications at level 3.

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