

# Inspection of The Planet Club

Thornton Primary School, Heys Street, Thornton-Cleveleys, Lancashire FY5 4JP

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Inspection date: 16 January 2025

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

Children are eager to enter the setting at the end of the school day and search out their friends. They understand where to put their coats and are excited to find out which activities they will be able to enjoy. The setting offers a wide range of activities, children make choices and demonstrate very good independence skills.

Staff work hard to create a relaxing, inclusive environment, where children can play, socialise and enjoy activities after the school day. Staff are positive role models. Interactions between children and staff are warm and caring and there are lots of humorous exchanges. For example, younger children giggle with delight as staff pretend to burn their hands as they play 'pizza shops'. Staff understand children's unique characters. As a result, children settle quickly, show they feel secure and have high levels of self-esteem.

The staff team are experienced and give consistent praise and encouragement to children. Children take part in craft activities and keep trying as they try to cut out paper shapes. Children independently continue to try and comment, 'we need to persevere', they listen carefully to instructions and are aware of rules and boundaries. Older children help younger children and are very respectful towards adults. Children's behaviour is very good.

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

- Staff place children's interests and needs at the centre of this setting. Activities help children to develop and practise their skills. For example, younger children enjoy blowing bubbles and running to catch them against the wind, while others ride scooters in the outdoor area. Older children enjoy playing football and excitedly celebrate each other's achievements, for example, when someone scores a goal. Children are developing good physical skills and are learning the skill of teamwork.
- Staff meet children's individual needs well. They support children with special educational needs/and or disabilities through talking with parents and sharing information with teachers. Some staff work in the school during the day, this helps children to transition quickly when they start at the setting. Staff are very mindful of nurturing children's emotional welfare. As a result, children settle quickly and enjoy making new friendships.
- Healthy eating is promoted. Children enjoy a range of healthy snacks and enjoy sitting with their friends and talking about their day. Children develop independence and life skills, for example they clear their plates away after eating. Staff cater for children's individual dietary needs. Children have lots of opportunities for outdoor play and are beginning to understand the importance

of leading a healthy lifestyle.

- Partnerships with parents are very good. Parents state that 'staff are wonderful' and that 'children never want to come home'. Staff share a range of information through regular newsletters and social media. Staff work closely in partnership with teachers to ensure that messages are passed to parents. These partnerships help children to receive high levels of care from all carers.
- Partnerships with school staff are very good. Activities offered in the setting complement learning in school. This allows children to have the chance to revisit skills they may be finding difficult, such as using scissors. Staff actively support children in their literacy development by encouraging them to enjoy reading stories. Partnerships are meaningful and help children to receive a consistency of care throughout their school day.
- Leadership and management are good. Leaders carefully plan, evaluate and reflect on the success of activities to ensure children are engaged, have fun and enjoy attending. Staff actively seek the opinion of children and parents to support their self-evaluation process. New staff state that they feel fully supported by leaders, enjoy attending training and work closely as a staff team. Children benefit from this close teamwork as everyone shares the same ethos for the setting.

## **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>	309761
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10367482
<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>	3 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Planet Club Committee
<b>Registered person unique reference number</b>	RP524429
<b>Telephone number</b>	01253 821 128
<b>Date of previous inspection</b>	11 February 2019

## Information about this early years setting

The Planet Club registered in 1998 and operates from within Thornton Primary School in Thornton-Cleveleys, Lancashire. The club employs four members of childcare staff. Of these, all hold appropriate qualifications at levels 2, 3, 4 or 5. The club is open Monday to Friday, from 7.30am to 8.45am and 3.15pm to 5.45pm, during term time.

## Information about this inspection

### Inspector

Elisia Lee

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager spoke to the inspector about how staff support and care for children.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with senior leaders about the leadership and management of the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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