

# Hucknall National Out of School Club

Inspection report for early years provision

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**Unique reference number** EY363246  
**Inspection date** 26/05/2011  
**Inspector** Parm Sansoyer

**Setting address** Hucknall National Primary School, Montague Road,  
Hucknall, Nottingham, NG15 7DU

**Telephone number** 07923 496208

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Hucknall National Out of School Club was registered in 2007. It operates from Hucknall National Primary School and is run by a voluntary management committee. The club has the use of a base room and an additional classroom. Children also have the use of the main hall and access to the school grounds for outdoor play. The breakfast and the after school club are open to children who attend the school. However the holiday club is open to any primary school aged child.

The club is registered to care for a maximum of 32 children from three years to under eight years, at any one time. The club admits children up to the age of 11 years. Currently there are 73 children on roll, nine of whom are in the early years age group and 20 children are aged from five to under eight years. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities.

The club is open Monday to Friday from 7.30am to 8.50am and 3.20pm to 6pm during the school term. A holiday club runs during the school holidays from 7.30am to 6pm. Eight staff are employed by the club. Of these, three hold a qualification at level 3 in early years and of these two also hold a qualification at level 3 in playwork, three staff hold a qualification at level 2 and of these two are in early years and one is in playwork.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into an interesting and mostly well-equipped environment, which offers varied and imaginative experiences. All children are valued, display a strong sense of belonging and enjoy an environment which mostly reflects the children's backgrounds and the wider community. There are effective procedures in place to promote children's safety and welfare, and all staff have a good understanding of safeguarding issues. Relationships with parents and carers are good and links with the host school and other agencies are successful. A strong commitment towards continuous improvement helps improve outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the range of resources and activities available for children to learn more about other cultures, beliefs and diversity.

## **The effectiveness of leadership and management of the early years provision**

There are clearly written policies, strategies and procedures in place to ensure the safety and welfare of children. All staff know and understand their roles and responsibilities well in relation to safeguarding children. There are effective recruitment and induction procedures in place to ensure adults caring for children are suitably qualified, vetted and experienced. Risk assessments are robust and cover the entire learning environment. All the required records, policies and procedures, including fire drills, are in place and help secure children's health, welfare and safety.

Good planning and use of resources make children's learning effective, enjoyable and varied and they benefit from a balance of adult-led and freely chosen activities. An effective key worker system means adults know the children well and plan effectively for their needs, likes, interests and development. Children with special educational needs and/or disabilities are fully included, valued and supported well.

Good progress has been made since the last inspection. Sessions are now very well organised to include a full range of experiences, promoting children's enjoyment and achievement well. The range of toys and resources has also been greatly improved. Staff are well qualified and experienced and the quality of meals on offer to children has improved. The staff team work well together and are enthusiastic about the care of the children. Those in charge have a clear vision for the club, which is shared by the staff team. They work collaboratively with the team to test new ideas and question practice. Self-evaluation is accurate and realistic and involves the views of staff, parents and children.

Partnerships with parents and carers are good. Parents receive detailed information about the club, activities and its policies. Notice boards are used well to keep parents up-to-date and shares information about the club. Links with the host school and other agencies are strong. Effective systems, such as sharing information about the topics and themes covered in school and a 'communications book', mean a good continuity of care and education is maintained.

## **The quality and standards of the early years provision and outcomes for children**

The extent to which children make a positive contribution is good. All children show a real sense of belonging and thoroughly enjoy the routine and the familiar environment. They are keen to take on responsibilities and take a real ownership for the club. For example, the creation of an outdoor garden has been led by the children and they have fully contributed their ideas. In addition an active 'club council', which is made up of the youngest to the oldest children who are selected by their peers, voice their ideas and views about the future of the club. Children

are independent and make good use of the resources and environment to extend their play and learning. Children show sustained levels of interest in their chosen play. Many children develop close relationships and know how to be warm and caring towards each other. Children attending the holiday club benefit from a broad range of creative experiences, such as arts and crafts workshops and sessions run by sports coaches. They enjoy well planned visits to places of interest and leisure activities. Children also benefit from meeting visitors to the club, who deliver a range of workshops which capture their interests.

Children's communication, language and literacy skills are supported well. Children spontaneously interact with adults, who engage them well in conversation as they arrive and throughout sessions while they play. Children have good opportunities to increase their reading skills and enjoyment for books in the comfy space, where they can share books and relax. Many children freely choose to paint, colour, draw, write and use scissors at their own leisure. They have access to good first hand experiences to learn about plants and creatures in their natural habitat. For example, children plant and care for vegetables, herbs and flowers in the garden. They show a real interest in using programmable toys and games consoles and handle these skilfully. Children are learning about their own cultures but have fewer opportunities to access a wide range of resources and activities which reflect positive attitudes towards people who are different to themselves. Children's problem-solving, reasoning and numeracy levels are building well. They problem solve, seek patterns, count, sort and match using a range of construction toys, puzzles and games. They enjoy a wide range of experiences to express their creativity. Children relish in free access to a variety of arts and crafts materials and paints and thoroughly enjoy the role play resources and small world toys which they use when playing their imaginary games.

Children are mostly well behaved and receive good support from staff to help them learn about right from wrong. They know how to keep themselves safe through participating in themed activities, such as 'stranger danger' awareness talks. All children are reminded about the importance of hand washing before their snack and staff follow effective hygiene practices to prevent the spread of infection. During sessions children are provided with a substantial snack, which consists of healthy options, such as fresh and dried fruits. Children engage in a wide range of physical activities both outdoors and indoors, to help further challenge and test their physical skills. They successfully develop skills that contribute to their future learning and develop good habits as active, inquisitive and independent learners.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met