

Hessle Aces Out of School Club

Inspection report for early years provision

Unique reference number	314647
Inspection date	26/01/2012
Inspector	Jackie Phillips
Setting address	Old School House, The Hourne, Hessle, North Humberside, HU13 9LJ
Telephone number	01482 646262
Email	
Type of setting	Childcare - Non-Domestic

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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

Hessle Aces Out of School Club is part of Hessle Pre-School Nursery Group Ltd. The private provision registered in February 1993. It is based in Hessle Community Centre, located on grounds adjoining Hessle Church of England School in Hessle, near Hull. The setting has use of two playrooms, a kitchen/dining room, toilet facilities and an outdoor play area which is part of the adjoining school grounds to the rear of the premises. The out of school club is registered for a maximum of 40 children under the age of eight years to attend at any one time, 26 of whom can be within the early years age range. Older children up to the age of 12 years are welcome. Opening times are from 7.30am until 9am and 3.30pm to 6pm during term time and from 7.30am until 6pm during the school holidays. There are currently 62 children on roll, of these 8 are within the early years age range. There are five members of staff who work at the setting. Additional staff can be called upon when required from Hessle Pre School Nursery. All staff hold recognised childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. They form warm and trusting relationships with adults who have a good knowledge and understanding of each child's background and individual needs. The excellent organisation of the inclusive setting and interesting programme for learning reflects rich, varied and imaginative experiences that meet the needs of all children very well. Major aspects to keep children safe, healthy and well protected are strong although two legal welfare requirements are currently being only partially met. Adults are very committed to partnership working, recognising the benefits to children's achievements and well-being. The strong, friendly team are enthusiastic with a positive attitude towards continual improvement and further development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- investigate all written complaints relating to the requirements and notify complainants of the outcome of the investigating within 28 days of having received the complaint (Safeguarding and promoting children's welfare) 10/02/2012
- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 10/02/2012

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

- develop further systems for observation and assessment to identify next steps for children's learning.

The effectiveness of leadership and management of the early years provision

All adults who work with the children are suitable to do so because they have been appropriately checked. They hold recognised first aid qualifications and attend safeguarding training to keep children well and safe. As the provision operates from a shared public building staff are vigilant to protect children when members of the public are also using the facilities. However, rooms and areas children use when the group operates are for their sole use only. There is a range of effective policies and procedures in place to ensure the smooth and effective operation and management of the provision. These are regularly reviewed. However, this does not yet include review dates for risk assessments which is a specific legal requirement. Parents have access to copies including the procedure to follow if they wish to make a complaint. However, all required information is not currently complete. Adults know the action to take if concerns are raised about a child's welfare or well-being. They ensure they share with parents details of any accidents or injuries children sustain, including those that occur at the school setting.

Adults provide children with a clean, well resourced, stimulating and welcoming setting. Defined areas for learning and interesting posters, photographs and attractive wall displays contribute very well towards making the environment inviting and conducive to learning. Staff respond very well to the challenges of using a shared facility. Each session is planned for and well prepared prior to children's arrival. Their excellent organisation and preparation positively impacts on the proposed programme for the after school session.

Space is used extremely well including the outdoors. Staff are vigilant to ensure that when children play outside they are kept safe. Children's progress is observed and assessed on a regular basis. Photographs are taken and progress is matched to learning and development milestones. In practice, adults use what they know about each child to guide their planning. However, written records to share with parents and contribute to effective tracking fails to include this. On a regular basis children's individual achievements and areas for improvement are shared with their teachers at the adjacent school.

Partnership working is highly valued and very well established with parents and teachers. Parents spoken to at the time of the inspection are highly satisfied with the service they and their children receive. The manager leads a team where morale is high and belief in the settings continued success is admirable. Staff have high expectations and set high standards for children. They know the uniqueness of each child extremely well. The systems that contribute towards self-reflection are good and include the views and opinions of parents and children. Aspirations and targets for future improvement are realistic with some identified challenges.

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

Relationships with adults are extremely positive helping children feel safe and secure. Some previously attended the Pre-School provision and this clearly makes a successful contributor towards a smooth transition into school. Children enter the setting enthusiastically showing they are pleased to be there. They are familiar with the routine and layout and move around with confidence. Effective presentation and organisation of the toys, equipment and defined learning areas means children are very well equipped to make informed and independent choices. This helps them feel valued, increases confidence and self-esteem and promotes a sense of belonging. Displays that children contribute to are informative and interesting. There is wall space available for them to display their own creative work if they wish.

Children are active and inquisitive learners. They take part in activities willingly and are eager to experiment and investigate. They express themselves in a number of ways such as through role play, arts and crafts and construction. They build complex 'hideouts' for the super-hero figures that includes balancing a range of wooden blocks to form a beehive shape. Everyday equipment linked to information and communication technology is provided and although interactive games are popular they do not take precedence over other activities.

Throughout the year children celebrate a number of traditional and cultural events. This includes Diwali, Eid, Halloween, Valentine's Day and Chinese New Year. Activities are adapted to children's level of understanding. For example, Chinese New Year celebrations, currently the year of the dragon, involves children making dragon masks, lanterns and tasting a range of authentic food. Children make poppies for Remembrance Sunday made sensitively aware by staff of links to soldiers and the conflict of war. Fund raising events contribute towards children's awareness of working together for the benefit of others. Visitors to the setting expand learning potential and help children be aware of the local community. For instance, representatives from Health, Police and Fire service have visited raising children's understanding of health and safety issues. A local dance instructor visits to share the benefits of vigorous exercise to music with a strong Latin American influence.

Access to sports and physical activity in the fresh air contributes to children's health and enables them to 'let off steam' at the end of the school day. The tea time snack includes healthy options and sometimes children get involved in preparing their own food and tasting a range of different products including exotic fruits. They help to care for the environment by learning the benefits of recycling, such as, using discarded boxes for modelling and taking advantage of donated toys, games and art materials. Children enjoy their time at the setting, some not wanting to leave to return home. They can rest and relax or be very well occupied and actively engaged contributing successfully to their exemplary behaviour.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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