

Hagley Primary Out of School Clubs

Inspection report for early years provision

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Inspector

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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

Hagley Primary After School Club originally opened in 1996 and re-opened in 2011. It operates from two areas of Hagley Primary School, north Worcestershire: a bungalow in the school grounds and a community room in the Children's Centre attached to the school. Access to the bungalow is via steps at the front of the property. All children have access to enclosed outdoor play facilities.

The setting is registered to care for a maximum of 60 children aged from four to eight years at any one time. Older children aged between eight and 11 years may also attend. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 16 children in the early years age group on roll. The provision is open Monday to Friday from 7.30am to 8.45am and 3pm to 6pm during school term times. They also provide care during the school holidays from 8am to 6pm. Children attend from Hagley Primary school and are able to attend for a variety of sessions.

The setting employs 10 members of staff. Of these, one holds an appropriate childcare qualification to degree level, four hold level 3 qualifications and one is working towards a level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in this wonderful, child orientated setting which is based wholly on meeting the needs of out of school children. The motivated and experienced staff have an excellent knowledge of each child's individual needs. They are adept at providing a range of innovative and exciting activities to capture children's interest. The setting liaises closely with parents and other professionals to ensure individual children's needs are met and their protection assured. A system of rigorous, reflective monitoring ensures that any priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the working relationships with other professionals to supplement, support and enhance children's additional learning and development experiences.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and very well protected from harm because staff are passionate about protecting the children in their care. Child protection policies and procedures are clearly understood and meticulously implemented. Robust recruitment, vetting and induction procedures are in place. This ensures that all staff working with the children are suitable, capable and well qualified. Detailed risk assessments are carried out and regularly reviewed. Staff conduct daily checks of all areas used by the children and the manager links accident records to risk assessments to identify and minimise any re-occurring hazards. This enables children to safely enjoy a wealth of activities whilst developing their knowledge of how to keep themselves safe.

The premises are very well organised and tailored to meet the individual needs of the children attending at the time. For example, on busy days younger children use the children's centre area which is geared specifically for their needs. However, staff are very flexible and encourage siblings to spend time with each other if they choose to do so. Rooms are very welcoming, brightly decorated with children's work and well maintained. Children's care and education is successfully promoted by a very dedicated, caring and motivated team of staff who are passionate about the service they provide. Their energy and enthusiasm is evident and has a positive impact on the children. This results in a setting of an exceptionally high calibre where children's needs are fully recognised and met. Everyone working at the setting is totally committed to continuous improvement and the capacity for this is excellent. They work closely together to find and implement systems to develop the provision and provide the best possible outcomes for the children who attend. Extensive documentation enhances the excellent practice and ensures the safe and efficient management of the provision.

The setting is pro-active in fostering strong partnerships with parents, carers and other professionals. Parents' views are highly valued and the setting is keen to respond to the needs of the families who attend. For example, following comments on a recent parent's questionnaire the setting has employed a member of staff who specifically spends time every session developing children's enjoyment and participation in physical activities. Relationships with parents are friendly yet professional. The child's key person spends time at the end of every session chatting to parents and exchanging information. Staff work closely with parents to maintain consistency between home and the setting. Links with the school are being forged to help to further develop continuity in children's learning and the manager is currently developing additional systems to support and enhance this practice.

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

The setting is totally child orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time here. They fully understand that at the end of the school day children need time to relax and reflect and appropriate time is given to this. They provide a well-balanced session that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. Children benefit from the support of experienced and enthusiastic staff who capably organise varied and innovative activities to foster children's curiosity and motivation. Planning is very flexible and fully takes into account each child's personal interests and learning needs.

Children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. They participate whole heartedly in craft activities, making aliens with googly eyes from play dough, bracelets with wool and beads and pictures using a variety of different painting techniques. They relish the opportunities they have to take part in scientific experiments. They mix bicarbonate of soda with vinegar to make frothy mouth monsters and make aqueducts using plastic bottles, funnels and washing up bowls. All of the children become totally engrossed in their chosen activity and staff support them well. Through their interaction with the children staff draw out learning and ensure appropriate levels of challenges are available for all.

Children have very good opportunities to develop their physical skills and spend time in the fresh air. They race cars and bikes down slopes laughing and shouting happily to each other and enjoy digging and planting seeds and bulbs. They also take part in more organised physical activities such as, cheerleading, parachute games, accuracy throwing with bean bags, dance, gymnastics and hockey. They learn about the importance of eating healthy food through activities such as making fruit kebabs, healthy food plates and food rainbows. Excellent procedures have been implemented to ensure that children's dietary requirements are recognised and met appropriately.

Children are confident, increasingly independent and very helpful, competently tidying up at the end of the session. Children's behaviour is exemplary and they respond positively to methods of behaviour management which are consistent and age appropriate. They learn to share and to be kind to each other. Staff act as positive role models. Continual praise and a reward system of stickers encourages positive behaviour and promotes self-esteem. Children are beginning to understand about staying safe. For example, when walking across the car park to the bungalow staff ask why it is important to listen for cars and they clearly explain the risks when using new equipment or taking part in new activities such as the science experiments. The support and care they receive from staff and the bonds they are forming with them enable children to feel secure and safe in their environment. The setting is a vibrant, busy and exciting place. Children's laughter and enjoyment is evident as sounds of happy children reverberate throughout the building. The underpinning knowledge and life skills that children are learning will lay firm foundations for the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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