

# High Hopes Out of School Club

Highfield Community Primary School, Whinfield Way, ROWLANDS GILL, Tyne and Wear, NE39 2JE

## Inspection date

Previous inspection date

08/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff provide a relaxed and welcoming environment where children can be active, play with their friends or simply rest at the end of the day.
- Planning for activities is robust and ensures children are able to experience activities to cover all seven areas of learning.
- The key person system is effectively planned to support children to settle quickly, develop new friendships, and gain independence.
- Children's good health is promoted by plenty of opportunities to enjoy physical exercise and plan their own nutritious snacks.

### It is not yet outstanding because

- Opportunities for all parents ideas and comments to contribute to the self-evaluation process have not been fully explored.
- Strategies to share information with other providers of the Early Years Foundation Stage in relation to children's learning needs are still being developed.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the premises.
- The inspector met with the manager and provider and spoke with staff at appropriate times throughout the inspection.
- The inspector looked at staff records, various policies and organisational documents together with staff observations of the children.

## Inspector

Jacqueline Baker

## Full Report

### Information about the setting

High Hopes Out of School Club at Highfield Primary School, previously known as High Hopes Childcare Limited, was registered with Ofsted in 2012. It operates from several rooms within the school and has access to an enclosed area for outside play. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting opens Monday to Friday during term-time only. Sessions are from 7.30am until 9am and 3pm until 6pm. Children attend for a variety of sessions and currently there are 33 children on roll. Of these, one child is within the early years age range. The setting supports children with special educational needs and/or disabilities. At the time of the inspection there were no children in the early years age range present.

There are five members of staff working with the children. All staff hold appropriate early years qualifications at level 3 and above.

### **What the setting needs to do to improve further**

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

- implement further strategies to share information about children's learning and development with other providers of the Early Years Foundation Stage
- develop innovative strategies to engage all parents with the self-evaluation process.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The out of school club provides a warm and welcoming environment where children can relax, play and have fun with their friends. Staff have a good understanding of how children learn and develop through play. They provide stimulating activities and resources to cover the seven areas of learning and consequently children make good progress. Staff are also mindful of the fact that children have spent the day in school and so ensure activities balance those provided in the classroom. For example, there are plenty of opportunities to be outside and be active or to play peacefully at the end of a hard day.

Planning is robust and a particular strength is the children's participation in this process. They have the opportunity to add their own ideas for activities, games and pastimes which increases their feeling of ownership and belonging to the club. The environment is well organised with resources easily accessible to enable children to select their own toys and activities. This further supports their independence skills and promotes them to be active learners. Staff regularly observe children and assess their development. This too informs planning to ensure that challenging activities are provided at every session. Children's development is tracked effectively and this means that any areas for development are quickly identified and addressed.

Children's communication skills are promoted well as staff use every opportunity to maximise interactions. For example, snack time is planned to be a social time where staff and children share their news, ideas and comments. Use of a well-resourced library, mark making activities and an environment rich in text promotes children's literacy skill and promotes reading as a leisure pursuit. The key person system is successful in developing

links with parents and ensuring that children's needs are met. Daily discussion takes place on collection and this means that parents are well informed about their child's activities and their successes celebrated.

### **The contribution of the early years provision to the well-being of children**

Effective systems are in place to ensure that children soon settle and feel secure at the club. For example, taster sessions and a buddy system help younger ones to quickly learn routines. This good practice widens social networks and enhances all children's self-esteem. The good key person system is also pivotal in this procedure and steps are taken to build relationships even before the children start at the club. These strategies ensure that children form strong attachments and offer consistency and support at transition times. Staff act as good role models and work well as a team to ensure children's safety and welfare is supported at all times. For example, they are well trained in promoting positive behaviour and frequently review strategies to support this.

Children have daily access to outside spaces where they have the opportunity to play team games and test their physical abilities on a range of stimulating equipment. This helps children to gain an understanding of the need for physical exercise as part of a healthy lifestyle. Children are further promoted to consider their own health by making healthy choices at snack time. They have the opportunity to plan menus, write shopping lists and prepare the required food for their tea. This not only promotes their learning about foods that are good for them but also supports their independence skills.

The well-resourced environment offers children every opportunity to make good progress in all seven areas of learning. Activities are planned to complement those on offer in school and especially encourage children to follow their own leisure pursuits or simply catch up with their friends. Staff encourage children to be fully independent and put strategies in place to enable them to take responsibility for their own and others well-being.

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

Leadership and management is good because the provider and manager demonstrate a strong commitment to improving the out of school club. They convey a genuine enthusiasm and passion for their work which benefits all children in their care. Monitoring of activities in relation to the seven areas of learning are robust. This includes action planning to ensure that all children can progress toward the early learning goals and enjoy their after school time.

Self-evaluation is used effectively and captures the views of everyone concerned with the out of school club. However, methods to fully engage all parents in this process has had limited success and means that some parents opinions may have been missed. Plans for the future are carefully considered and demonstrate a willingness to overcome barriers and difficulties in order that children will benefit from an improved provision. Staff management systems are effective and ensure that all staff are able to develop their

professional practice by attending training to improve their knowledge, skills and understanding. A peer monitoring system has recently been introduced and this will further ensure that children benefit from good, positive and meaningful interactions. Children are safeguarded in the out of school club because staff have a thorough understanding of how to protect children in their care. They know how to identify and report concerns and are further supported in their work by a range of good policies and procedures.

Partnerships with parents, external agencies and other providers of the Early Years Foundation Stage are well established and contribute well to meeting children's needs. Good procedures to share information about children's well-being with school staff are well-embedded. However, strategies to share aspects of children's learning are not yet fully developed, for example by comparing observations and assessments of children to ensure that their learning needs are coordinated. Nevertheless, staff work tirelessly to provide a stimulating and welcoming provision where all children are given every opportunity to thrive and have fun.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement

is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY447359
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	800932
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 14
<b>Total number of places</b>	24
<b>Number of children on roll</b>	33
<b>Name of provider</b>	High Hopes Out of School Club LTD
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01914135658

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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