

# House Martins Out of School and Holiday Club

Malton Cp School, Highfield Road, MALTON, North Yorkshire, YO17 7DB

<b>Inspection date</b>	30/01/2013
Previous inspection date	06/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Children are very settled and thoroughly enjoy their time in the club. This is because they have made firm attachments to the staff, who provide a range of exciting and interesting activities for them to take part in.
- A well-deployed staff team, coupled with a wide variety of high quality resources enable children to be challenged and well supported to reach their individual potential.
- Children have a very positive attitude to leading a healthy lifestyle. This is because staff promote healthy eating and the cook is passionate about providing a nutritious two-course meal for children when they return from school.
- Partnerships with parents are extremely strong because staff take time to speak to each parent individually about their child's day and ensure there is continuity of care between home, school and the club for each child.

### It is not yet outstanding because

- There is scope to further develop children's understanding of how to keep themselves and others safe when playing outside.
- There is opportunity to enhance the already good self-evaluation system that is currently in place to support ongoing improvements.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed children and staff in the indoor classroom and the outdoor area.
  - The inspector carried out a joint observation with the deputy manager.
  - Discussions were held at appropriate times throughout the inspection between the inspector, the manager, the registered person and the children.
  - The inspector spoke to parents at the inspection and took their views into account.
- The inspector sampled a range of documentation including, children's individual learning and development records, observations, policies and procedures, interview records, staff suitability and training certificates.

### **Inspector**

Laura Hoyland

## **Full Report**

### **Information about the setting**

House Martins Out of School & Holiday Club was registered in 2010. It is a privately owned and managed setting and provides out of school care for children in the local area.

Care is provided for children in a permanent outdoor building in the grounds of Malton Primary School, in Malton, North Yorkshire. A fully enclosed outdoor area is available for all children to access. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 58 children on roll. Of these, 19 are in the early years age range. During term time the setting is open Monday to Friday from 8am until 8.50am and 3.30pm until 6pm. During the school holidays it is open Monday to Friday 8am to 6pm. There are currently eight members of staff who work directly with children, of whom seven are qualified to at least level 3, including the manager who has Early Years Professional Status.

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

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

- enhance children's understanding of how to keep themselves and others safe when playing outdoors
- enhance further the rigorous and effective systems for self-evaluation to inform priorities and set challenging timescales for improvement.

### **Inspection judgements**

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

Children eagerly arrive at the club and are excited at the prospect of spending an evening playing with their friends. All children line up on arrival and sign themselves into the setting. This gives them a sense of responsibility and supports their early literacy skills. Children understand the routine when they arrive and older children support younger children to hang up their coats and settle into the activities on offer.

Staff provide a good range of activities and learning opportunities for children. Activities often follow themes the children have shown an interest in and are enthused to learn more about. For example, children thoroughly enjoy researching about the 'Titanic' and its maiden voyage. They organise a 'Titanic' evening, research the food eaten on the ship, which the cook prepares for them and they enjoy a glasses of lemonade pretending it is champagne. This supports children to learn about historical events and widens their knowledge of the world.

Children have many opportunities to engage in activities and learn new skills. For example, they regularly bake with the staff and have attended a local confectionary shop where they have learnt about the process of making chocolate. Children enthusiastically talk about the trips and outings they have been on and how they enjoyed visiting a local museum. These opportunities are regularly planned to support children to learn about their community and develop a positive attitude to learning.

Staff have created learning journeys for all children, which have photographs and observations of children's achievements. Individual next steps are planned to support children to continually progress in their individual learning and children take a pride in helping to update their files. Parents enjoy the opportunity to look through the files regularly and share their child's achievements. As a result, children are motivated to learn and they make good individual progress. Staff plan activities for each session, they discuss the children attending and ensure they plan for their individual stage of development and interests. Staff are well deployed to support children in their play and listen to their desires. This results in children playing cooperatively together and wanting to remain in the club when their parents arrive to collect them.

Staff greet parents warmly when they arrive to collect their children. They discuss each child's day in detail and relay any messages from school. This means children's care is consistent between school, the club and home. In addition, parents praise the staff for supporting children with their homework. Parents comment that because staff support children in the setting with their homework the children can relax at home as it is often late when they return. This means children's learning and development is not compromised.

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

The relationships between staff and children are strong. As a result, children are very settled at the club, they play well with their peers and respect the staff who care for them. All children are assigned a key person who is responsible for getting to know them well and ensuring all their needs are effectively met. Parents are aware of who their child's key person is and liaise regularly with them regarding routines and dietary requirements, this supports children to settle into the setting and have a sense of belonging. In addition children feel safe, secure and their care needs are very well met.

Children are provided with a nutritious two-course meal when they return from school. They enjoy creating their own chicken and vegetable wraps while sat in friendship groups discussing their day. Social mealtimes support children to gain valuable skills for the future. In addition, the nutritious menu and regular discussion with staff support children to understand the importance of healthy eating. Children independently wash their hands before eating and the older children gently remind the younger children why it is important to do so.

Children enthusiastically access the outdoor area and are keen to play on the specialised bicycles, which are steered using their feet and support them to think critically and develop their large muscles. Other children are keen to play team games, such as football

or hide and seek. Children thoroughly enjoy playing together; however, at times they become boisterous and forget the rules and boundaries staff have put in place to keep them safe. This means there is scope for staff to support children to understand how to keep themselves and others safe when playing outside.

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

Staff have embraced the Early Years Foundation Stage and are committed to providing children with a range of interesting and stimulating experiences to support them to learn and develop. Staff discuss each child's age and stage of development and work together to plan for their individual needs.

Children are safeguarded well in the setting because staff understand who to contact and the course of action to be taken should they have any concerns about a child's welfare. All staff have completed safeguarding training and are able to locate emergency telephone numbers for the local social services duty team. Children are further safeguarded in the setting because all staff are subject to a rigorous recruitment and induction procedure, which ensures staff are safe to work with children. Staff take their health and safety responsibilities seriously. For example, they conduct regular risk assessments and carry out a daily check of the premises to ensure all potential risks to children are minimised.

Staff are supported well by the management team. They are subject to an induction when they start employment, attend regular staff meetings, supervision meetings and appraisals. This means the training needs of individuals are identified and courses regularly accessed to support their professional development. Staff are all committed to improving their knowledge, understanding and practice.

Staff are aware of the setting's strengths and weaknesses. They have worked hard to make improvements to the club and have addressed all recommendations from the previous inspection promptly and effectively. Staff have clear plans to improve the club further, however, there is scope to develop current self-evaluation practices to ensure targets are prioritised and realistic timeframes set.

Partnerships with the local schools are well-established. Staff ensure there is consistency when collecting children as the same member of staff collects the same children throughout the week. This means relationships are formed with teachers, staff know what children have been learning and vital information is shared and passed onto parents.

Parents speak extremely highly of the staff and the club. They feel very involved in their child's care and comment that the staff could not do any more for them. Comments made to the inspector include, the after school club is 'excellent', 'fabulous', 'great', staff are 'very approachable' and 'give me lots of information when I arrive each day'. A parent commented, 'my children run out of the door each morning to attend the club'. Well-established partnerships with the host school support children well and ensure that their needs are fully met. As a result, children are happy, relaxed and have an enjoyable experience.

## The Childcare Register

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

The requirements for the voluntary 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>	EY414118
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	875524
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Marsha Turnbull
<b>Date of previous inspection</b>	06/01/2011
<b>Telephone number</b>	01653692020

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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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Piccadilly Gate  
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