

# Eastfield Out of School Club

Eastfield Primary School, Eastfield Road, Hull, HU4 6DT

<b>Inspection date</b>	12/03/2013
Previous inspection date	11/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children show sound levels of appropriate behaviour and independence as they move freely around the club's room and self-select their choice of play in order to promote their confidence and socialising.
- Children show a pleasant understanding of how to support others within the club. They learn to respect one another's ideas, and show sensitivity to other children and help them gain confidence in their abilities in order to promote positive relationships.
- Children's imaginative play is encouraged as they represent their own ideas and feelings through music and dance because there is sufficient space for them to practise and repeat specific movements.

### It is not yet good because

- Staff's understanding of their roles and responsibilities are not effectively supported through induction training in order to fully support all children's learning.
- Information sharing between home, other settings and the school is not fully effective in order to support continuity in learning experiences between settings.
- The club has not effectively completed a self-evaluation of the provision in order to identify and set targeted plans for improvement.
- Children's understanding of technology is not effectively provided for through appropriate equipment and programmable toys in order for them to select and use technology for particular purposes.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the collection routine from the school. She also observed activities in the club room and snack-time.
- The inspector looked at children's learning folders including observations and the planning.
- The inspector looked at evidence of suitability of staff working at the club and a selection of policies and risk assessments.
- The inspector held meetings with the manager and partner.
- The inspector also took account of the views of parents and children spoken to on the day.

## Inspector

Caroline Stott

## **Full Report**

### **Information about the setting**

Eastfield Out of School Club is privately owned and managed. It registered in 1994. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a self-contained building in the grounds of Eastfield Primary School, in Kingston-upon-Hull. Children have access to a secure enclosed outdoor play area and use of the school gym.

The club currently takes children from four to 11 years of age. There are 62 children presently on roll and five of these are in the Early Years Foundation Stage. The club is open during term time, Monday to Friday, from 7.30am to 9am and between 3.30pm and 6pm. In school holidays it is open from 7.30am to 6pm Monday to Friday. Children attending a full day session take a packed lunch.

There are nine members of staff, including the manager, who work directly with the children. Of these, six hold an appropriate level 3 qualification and two hold an appropriate level 2 qualification in early years and/or playwork. The club receives support from the local authority and is a member of the '4 Children' network.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- support staff by offering effective supervision and induction training to help them understand their roles and responsibilities
- improve links with parents, other providers and local schools to ensure that planned activities and experiences complement children's learning in settings where they spend more time.

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

- implement an effective self-evaluation system in order to: identify areas for development; put in place an action plan for improvement; and seek the views of parents, children, and staff
- improve the range of activities and experiences offered to children in the areas of understanding the world by; increasing opportunities for children to explore a wider range of information communication technology equipment and programmable toys.

## Inspection judgements

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

Children are encouraged to move freely around the club's room. They access their own choice of resource independently and explore activities and experiences of their choosing. Children actively use their ideas and feelings as they recreate, practise and repeat specific dance movements as a result of the space available in the room. This means children's imaginative play and physical development is encouraged and supported freely through music and dance. Art and design are suitably encouraged through an activity to make Easter finger puppets. Children explore a variety of materials and techniques acceptably, as they experiment with colours and designs. They create and describe patterns whilst using creative materials. This shows that children are offered accessible and open-ended resources to satisfactorily support their explorations and imagination appropriately for their age.

Children's communication skills are supported acceptably as staff speak to them clearly in a range of situations. Children follow instructions well within the Easter finger puppet activity and listen to each other's ideas within their play and games. For example, during the construction of individual structures, children discuss their building and clarify their ideas and reasoning. Children discuss their school day and routines and activities displaying an awareness of their day and its events. However, there are limited opportunities for children to explore a wider range of information communication technology equipment and programmable toys at the club. This means children's understanding of technology is not as effectively provided for through the use of appropriate equipment in order for them to select and use technology for particular purposes.

The club invites parents and children to have initial visits with them to support positive relationships. This also provides an ideal opportunity for the sharing of information about the club's routines and children's needs. Children complete a lively caterpillar picture to express their likes and dislikes, and their achievements. This provides valid information for the key person on children's interest and skills. However, there is scope to improve the information gained from parents in relation to children's developmental stage upon entry to promote greater consistency in their experiences. Furthermore, information is not effectively gained from other providers and local schools to ensure that activities and experiences provided for children within the club complement their learning in settings where they spend more time. As a result, assessment of children's progress is not always sufficiently rigorous to focus on areas where children require most support.

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

The club has an appropriate key person system in place to support children whilst at the club. Children enter the club happily, engaging in their play immediately as a result of the key person being suitably aware of younger children's current interest. Children are collected suitably from the school with the aid of the staff. This means children form

appropriate relationships with staff and their peers. Children are confident to talk to others, staff and their peers. For example, children independently organise a game of pool, they develop and practise their physical skills and hand to eye coordination. They negotiate and play cooperatively, and praise each other. This inspires positive relationships and promotes confidence in their increasing abilities. Children demonstrate appropriate pleasant behaviour as they support other children within activities and within their play. This means children show respect for one another, show sensitivity and are considerate to others in order to play together and be part of a group or team.

Children have fun playing 'air guitars' and pretending to strum along to music while sharing this imaginative experience together, initiating and following combinations of movements. This means children gain an awareness of physical exercise and the effects this has on their bodies in order to keep healthy. Children are encouraged to follow appropriate hygiene practices, such as washing their hands before snack time. Snack consists of bread and butter or toast, and a selection of fruit is freely available, promoting a healthy diet. Younger children are collected from the reception class by the club's staff in order to maintain their safety. However, details of children's interests and experiences, their abilities and achievements are not consistently shared between settings. This does not ensure a complementary approach to support their ongoing transitions between the different settings they attend.

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

Staff have an appropriate knowledge of the seven areas of learning. Planning and observations on younger children suitably consider these areas of learning. Staff complete safeguarding training and are aware of the local safeguarding procedures. Appropriate procedures are followed to ensure children are safe and secure. Recruitment procedures are acceptable, which ensures that staff working with children are suitable to do so. They all have individual training plans to identify ways to improve their knowledge and practice. However, supervision and induction training are not effectively offered for staff in order for them to fully understand their roles and responsibilities and how to best provide children with a high-quality learning experience. The staff hold regular meetings to plan activities and experiences. However, the club has yet to implement effective self-evaluation which includes the views of children and their parents to identify areas for development. Consequently, there is no action plan in place to identify strengths and weaknesses, and set targeted plans to drive ongoing improvement.

The club has a satisfactory partnership with parents and the school, information is shared in relation to children's individual care needs verbally as and when needed. Although, sharing information with parents, other providers and local schools in order to fully support transitions and complement children's experiences is less successful. As a result, staff are not able to effectively monitor whether children's experiences in the club balance with those received in other settings. Appropriate relationships are in place with relevant professionals to help support children with additional needs.

### **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 action. 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>	509943
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	855584
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 17
<b>Total number of places</b>	36
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Vivien Alexander
<b>Date of previous inspection</b>	11/01/2010
<b>Telephone number</b>	01482 561149

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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, which are usually the childminder's 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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