

Poppleton School's Out Club (PopSoc)

Main Street, Upper Poppleton, YORK, YO26 6JT

Inspection date	30/05/2013
Previous inspection date	04/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Partnership working with parents is promoted very well. This means that information about children's individual needs and their care and learning is shared effectively.
- Children are provided with a programme of exciting and varied activities, including those led by outside professionals. This means that they are interested in their learning and constantly develop new skills.
- Children are kept safe because staff carry out thorough daily checks on all areas of the premises. Any risks are minimised effectively, which means that children can move about freely and enjoy their play.
- Staff have good links with the local school. They meet regularly with the teachers and discuss how activities provided in the club can be used to further support children's learning and development and aid their progress.

It is not yet outstanding because

- Children do not have consistently rich opportunities to access and use a full range of resources that support their imaginative play.
- There is scope to extend the opportunities for children to use their independence at snack time and play a more active part in the activity.

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 activities in the playrooms.
- The inspector met with the manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's learning records, planning documents, policies and children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full Report

Information about the setting

Poppleton School's Out Club (Popsoc) was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a committee and operates from three rooms in the Youth Centre building, which is situated in the grounds of Poppleton Ouseburn Primary School on the outskirts of the City of York. The club also has use of the school hall, an enclosed outdoor area and the school field.

The club employs seven members of childcare staff. Of these, four hold appropriate childcare qualifications at level 3 and one has level 2. The club is open each weekday from 7.45am to 9am and from 3pm to 6pm during term time and from 8am to 6pm during school holidays. There are currently 120 children on roll, of whom 28 are in the early years age group. The club receives support from the local authority.

What the setting needs to do to improve further

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

- increase opportunities for children to use materials and props that support their imaginative play, such as role play resources that enable them to represent their own ideas, thoughts and feelings
- enhance the opportunities for children to use their independence and play an active part at snack time, such as helping to prepare their own food.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They provide a range of exciting activities, which capture children's interest and enables them to learn new skills and effectively complement their learning at school. For example, when children show an interest in pottery, staff invite an outside professional to come into the club and talk to them about the process of decorating, glazing and firing ceramics. Children listen with interest and become fully immersed as they learn about using different tools, such as brushes and small sponges, to create different effects. They show delight and a good deal of concentration as they then use these techniques and different coloured paints, to create intricate patterns on their mug. This shows that they are willing to 'have a go' and enjoy engaging in new experiences. During the activity, staff sensitively make sure that they are also on hand to support children during the process. They skilfully talk to the children

about what they are doing and effectively support their critical thinking, without taking over. For instance, one member of staff suggests to one child that going over the stripes, which they have painted with more paint will make the colour more vibrant when the mug is fired. This shows that staff respect children's ideas but at the same time, they effectively encourage them to think further about the creative process and develop their learning.

Staff ensure that the premises is well organised, which enables children to be active or to take part in quiet activities according to their needs. For instance, one room is set out with comfy seating and a good range of books, so that children can sit and read quietly without being distracted by activities in the main room. A second room is set out with electronic equipment where children can take part in interactive games, which effectively supports their understanding of technology and how things work. Children have ready access to small world and construction resources in the main room. Staff give children time to explore and use these uninterrupted, which enables them to control what they do and to find solutions to problems. For instance, one child spends a good amount of time selecting and constructing a building. The child carefully works out the best bricks to use and how to balance these in the most effective way, so their construction does not fall over. The child sits back and views their achievement with pride. A member of staff acknowledges the child's creative skills with delight, telling them that their building is 'amazing'. The child beams back in response, showing both pride and satisfaction in their achievement. The child then carefully adds toy animals to the finished building, showing they have built this with a clear purpose in mind. This supports children's creative development very well. However, children do not frequently have ready access to role play resources to enable them to act out different situations and scenarios, to further support their imaginative play.

Staff engage positively with children as they play, which encourages their language and listening skills. For example, one member of staff sits with a child and talks to her about the soft toy that she has brought from home. Staff also sit and read to children when asked, which supports them in developing their literacy skills. Resources, such as, paper, pens, crayons and pencils, are freely accessible. This enables children to practise their writing skills and encourages their creativity as they use the resources to draw and colour in pictures. Staff assess children's learning and development well. For example, they observe children as they play and keep a written account of each one's progress, which clearly identifies the next steps in their learning. The record is shared with parents on a regular basis, so that they know how their child is developing.

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

Staff manage children's transition into the club very effectively. Children and their parents are invited to visit before the placement begins and written information is requested about each child's individual needs and likes. This enables children's key persons to provide activities that match children's interests and help them to settle quickly. Children develop close relationships with the staff and welcome their engagement in their play. For example, they are keen to include them in interactive electronic games. Children behave well because they know what is expected of them in the club. For instance, they know to

wash their hands before eating and do so promptly. They readily help to tidy toys away in preparation for a dance session, so this can take place safely. Older children show a caring attitude towards the younger ones. For example, they readily include them in games of table football. This helps to promote a calm atmosphere in the club and one of mutual respect. Children are keen to discuss how they like coming to the club and what they like playing with.

Staff effectively support children in learning about personal safety. For instance, they ensure that each one wears a high visibility vest on outings, so they can be seen easily. This means that children feel safe and confident to take part in activities outside the club, such as outings to museums, a cinema and the village playing field. This effectively helps them to learn about their local community and the surrounding area and what they have to offer. Children are provided with nutritious food, such as fresh fruit and bagels for their snack. This effectively promotes their understanding of healthy eating. However, staff do not enable children to use their independence fully at snack time. For example, they let children pour their own drinks but they do not enable them to peel and cut their own fruit or butter their bagels. This means that children are not always encouraged to develop confidence in doing things for themselves. Use of the school grounds provide good opportunities for children to take part in physical activities to help them to gain coordination and control of their bodies. These activities are complimented by energetic dance sessions indoors, which are led by a professional instructor. For instance, children delight in learning new moves, as they follow the instructor's lead. As a result of these activities, children fully understand the effect exercise has on their body. They make sure that they drink plenty of water when they become hot and staff provide an area where children can opt out and sit quietly if they feel too tired to carry on. This shows that children learn to respond effectively to the needs of their body.

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

The manager leads the staff team very well, which ensures that the requirements of the Early Years Foundation Stage are met very successfully. The recruitment and vetting of any new staff is thorough, which means that informed decisions about their suitability to work with children are made. Staff complete training in safeguarding children and as a result, they are confident in their ability to recognise the possible indicators of abuse or neglect and who to refer concerns to. Comprehensive risk assessments are carried out on all areas of the premises and for outings and effective action is taken to minimise any hazards. Daily checks ensure that all safety measures are in place on an ongoing basis. Access to the club is only obtained through ringing the doorbell and any visitors sign in. This means that children's safety and well-being is promoted very effectively.

New staff go through an induction procedure to ensure that they know how the service operates and the manager monitors the performance of all staff on an ongoing basis very effectively. This includes regular supervision sessions and an annual appraisal when staff are encouraged to reflect on their performance and identify any training needs, to move their practice forward. The manager recognises and values staff's individual skills and empowers them to use these to benefit the club and children's learning. Good attention is

paid to monitoring the quality of the service. For instance, the manager makes regular checks of children's learning records to ensure staff keep these up to date and that all areas of learning are being supported effectively. Children are regularly consulted as to what they would like to see included in the programme of activities, to ensure that these are of interest to them. Staff meet regularly as a team to discuss the service, as does the committee and the manager ensures that the self-evaluation document is regularly reviewed and updated. This is then used to devise a clear development plan to move the service forward. All recommendations raised at the last inspection have been addressed successfully and the manager is receptive to seeking the views of other professionals outside the club and implementing their suggestions for improvement. For example, at the suggestion of a manager from another club, the storage of toys has been changed to make these more accessible to children. All of which, means that the club's capacity for continuous improvement is good.

Partnerships with parents are good. They receive a prospectus when the placement begins, which clearly explains how the service operates. Daily discussion provides good two-way communication and newsletters are sent out regularly to ensure that they are well informed of forthcoming activities. Parents' views of the service are continually sought to ensure that they remain satisfied with the service. Parents speak very positively about the club; stating that they find staff very caring and approachable and that they 'do not know how they would manage their work commitments without the club'. Staff work extremely well in partnership with the school the club serves. Regular meetings are held between the foundation stage teacher and the club's manger. This promotes ongoing discussion regarding what aspects of children's learning are being focused on in school and how these can be complimented and supported by activities in the club. Consequently, a highly effective shared approach to children's learning is promoted across the two settings.

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

Unique reference number	321481
Local authority	York
Inspection number	877076
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	120
Name of provider	Poppleton Schools Out Club Committee
Date of previous inspection	04/05/2010
Telephone number	01904 783653

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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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