

# Reach Out Child Care at Hillsborough House

104 Parkside Road, SHEFFIELD, South Yorkshire, S6 2AA

<b>Inspection date</b>	22/05/2013
Previous inspection date	13/05/2009

<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		2
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 make good progress in their learning because staff plan and provide a wide range of interesting and stimulating activities which the children enjoy.
- Children have a good sense of belonging because staff show appreciation of their efforts and achievements. They attractively display their art work and photographs of the children involved in a wide range of interesting and stimulating activities.
- Effective and robust staff recruitment procedures are in place. This ensures children are cared for by qualified and enthusiastic staff and volunteers.

### It is not yet good because

- Risk assessments of children's safety in the outside play area, specifically the school playground, are not always robust enough to ensure their safety.
- Partnerships with schools where children attend are in place. However, these are not robust enough to ensure children's learning and development is monitored as effectively as possible.

## **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 children involved in activities throughout the setting.
- The inspector spoke with staff, children and parents throughout the inspection.
- The inspector looked at children's files, evidence of suitability of practitioners working in the setting and a range of records, policies and procedures.

## **Inspector**

Karen Byfleet

## Full Report

### Information about the setting

Reach Out Child Care at Hillsborough House has been registered since 2006. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Hillsborough House, which is situated in Sheffield. Most of the children who attend are from the Hillsborough area. The group has sole use of the premises during the hours of opening. Children have access to two playrooms on the ground floor and an enclosed outside play area, along with the school play area.

There are currently 136 children on roll and of these 21 are in the early years age group. The club is open each weekday in term time from 3pm to 6pm to offer after school care and they hold a session on Saturdays from 10am to 3.30pm for children with special educational needs and/or disabilities. The club also provides holiday play care from 8.30am to 6pm during most school holidays. There is a parent toddler group and mobile creche offering services to the wider community.

The setting is run by a board of directors and employs 16 members of staff and volunteers. Of these, 10 hold appropriate early years qualifications at level 3 or above and six are working towards a level 3 qualification. The club receives support from the Sheffield Out of School Network and the Special Needs Inclusion Play care service.

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

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

- implement clear and robust risk assessments of the outdoor play areas, with specific emphasis on the gates to the school playground. Ensure this is checked on a regular basis to minimise risks to children's safety when they are playing outside.

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

- strengthen partnership working through more robust communication links with schools where children attend, so that activities support and complement what they are learning in school.

## Inspection judgements

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

Staff have good knowledge and understanding of the Early Years Foundation Stage. They use their skills imaginatively in meeting the learning and development requirements as an out of school provision, and as a result, children are making good progress. Systems of observation for children in the early years age group that attend the provision have been implemented. However, although key persons liaise with the schools, they do not effectively communicate their observations with the teachers. This means children's learning is not always fully supported and complemented within their setting. A very warm and welcoming environment is presented to children. They enter with enthusiasm and look forward to what the setting has on offer. Children have positive relationships with their peers and the adults caring for them, as they chat and communicate well with each other. A wide range of toys and resources, that children can easily access, are consistently available.

Regular rotation of resources maintains children's interests and they routinely enjoy creative and imaginative play. For example, they enjoy dressing up, small world play and craft activities. Children enjoy physical games, such as skipping. This activity helps children by enhancing their physical, personal, social and emotional development, as they cooperate and recognise each other's skills. For example, when they are playing a skipping game they appreciate having to wait their turn and fully support each other as they count each other's 'skips' and cheer each other on. Children confidently and eagerly express what they like about their club and the activities they participate in. For example, they enjoy being able to choose what they want to do and have recently enjoyed planting their own runner beans and carrots. They enjoy making things and especially enjoy being outdoors.

Parents are encouraged to give comments and suggestions through regular questionnaires and discussions with the staff, and information is exchanged when children are collected. This also includes information about what children can do so parents can be involved in children's learning.

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

Children are happy and settled in the club. They are polite and clearly enjoy the company of their peers. They have strong bonds with the staff that care for them and are confident to approach all staff to ask for what they want. This is supported by an effective key person system. Staff manage children's behaviour well, they engage with the children, joining in with their play, where children want it, and offer lots of praise and encouragement, which helps to further promote their good behaviour. Children know the routines of the provision well. On arrival, they hang up their coats and bags and follow the established routines, such as hand washing, before sitting down to eat their tea. Children are independent in their self-care as they follow good hygiene procedures for hand washing before eating and after using the toilet, with no prompting from staff. Children's artwork and photographs of them engaging in a wide range of activities, such as baking, are attractively displayed, providing children with a strong sense of belonging and achievement.

The club has sole use of the premises along with an enclosed outdoor play area, which also includes use of the school playground. The indoor premises are secure and the environment is well organised with dedicated areas for different activities. For example, children have access to separate rooms for quiet activities, craft and imaginative activities. Children are learning how to keep themselves safe, they are collected from schools by staff and wear high visibility jackets where needed. They also have a good understanding of the rules and boundaries regarding safety as they do not go near the open school gates.

Staff meet daily with the teachers of the school when they collect the children and they exchange information daily, with regard to children's welfare. This enables the children to make smooth transitions between school and after school care. Staff are efficient at ensuring that children with special educational needs and/or disabilities, that attend a dedicated group on Saturdays, are well supported and that they enjoy their time at the setting. Partnerships with the schools, parents and other professionals ensure total inclusion for all children. The very good partnerships staff have developed with parents are effective in enabling them to share information about children's welfare.

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

Staff have a good understanding of safeguarding and of their responsibilities in this area. A detailed and comprehensive written policy is in place and the procedures are clearly understood by all staff and volunteers. The policy is shared with parents to ensure they are aware of the setting's responsibilities. Staff and volunteers have attended safeguarding training and have a clear understanding of the procedures to be followed in the event of any concerns regarding child protection. The management team monitor practice within the provision. Regular supervision and annual appraisals of staff and volunteers enable the management team to discuss practice and any professional development or training to further enhance their knowledge and skills. A number of volunteers have completed childcare qualifications. Staff have implemented systems of observation for children in the early years age group.

Systems to identify areas for improvement are in place. For example, staff have recently identified the need to improve the teatime routine to enable children to be more independent in choosing when they eat, so that it does not impact on the activities they are enjoying.

The recruitment of staff and volunteers is rigorous. Enhanced suitability checks are undertaken along with references and health checks. Staff and volunteers are well deployed and the good staff to child ratios means children are very well supervised. The indoor premises are safe and secure and there is a very effective system in place for monitoring visitors and for handing over children to their parents or carers at collection times. Risk assessments are in place and regularly reviewed. However, risk assessments for the outside play areas are not as rigorous and require further monitoring to ensure children's safety is fully secure. Specifically the risk assessment for the security of the

school playground that children have access to. All visitors are required to show identification and to sign in and out. Staff speak with parents on a daily basis when they collect their children, passing on any information from school and informing them of what the children have enjoyed doing. The parents speak very highly of the club and say how much their children enjoy attending. Confidentiality is well maintained with documentation stored securely and a separate area for holding private conversations with parents is available. Partnerships with parents, school and other professionals are established and contribute to meeting children's needs.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- undertake risk assessments of the premises and ensure all necessary measures are taken to minimise identified risks (compulsory part of Childcare Register)
- undertake risk assessments of the premises and ensure all necessary measures are taken to minimise identified risks (voluntary part of Childcare Register).

## 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>	EY317883
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	914219
<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>	136
<b>Name of provider</b>	Reach Out Child Care Services Ltd
<b>Date of previous inspection</b>	13/05/2009
<b>Telephone number</b>	0114 2811152

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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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