

Hessle Aces Out of School Club

Old School House, The Hourne, Hessle, North Humberside, HU13 9LJ

Inspection date

25/07/2013

Previous inspection date

26/01/2012

The quality and standards of the early years provision

This inspection:

2

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 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

- Play and learning is clearly led by the children. Staff are happy and confident to change original plans and make adaptations to enable children to follow their own ideas and interests.
- There are strong connections for many children between using the club when they start school and formerly attending the company's other registered pre-school provision. This provides continuity for many children and is a firm basis for the strong and trusting relationships they form with staff.
- A strong, confident team and a well-established programme of professional development helps staff improve their knowledge, understanding and professional practice. This makes sure staff are competent and resourceful as they strive towards maintaining good standards of care and learning for children.

It is not yet outstanding because

- Ways in which children are helped to make sense of the world in which they live are not fully explored. This limits how they learn about society, the community and experiences that take place outdoors.
- Self-evaluation is not entirely robust as parents are not fully involved in this process and in keeping information updated. This weakens arrangements for prioritising and setting targets.

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 conducted a tour of the areas used by children attending the club accompanied by the manager.
- The inspector observed staff and children during a varied range of indoor and outdoor activities and over the lunch period.
- The inspector held discussions with staff, the manager and a senior manager.
- The inspector spoke to children and a parent.
- A joint observation of an outdoor physical play activity was carried out by the inspector and the manager of the nursery.
- The inspector looked at a range of documents, including evidence of staff's suitability to work with children, a sample of children's files, the club's record of self-assessment, policies, procedures and other records.

Inspector

Jackie Phillips

Full Report

Information about the setting

Hesse Aces Out of School Club is part of Hesse Pre-School Nursery Group Limited. The private provision was registered in February 1993. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is based in Hesse Community Centre, adjacent to Hesse Church of England School in Hesse, near Hull. The club has use of two playrooms, a kitchen/dining room, toilet facilities and an enclosed outdoor play area, which is within the school grounds to the rear of the premises.

The out of school club is open from 7.30am until 9am and 3.30pm to 6pm during term time and from 7.30am until 6pm during the school holidays. There are currently 67 children on roll, of these 12 are within the early years age range. There are six members of staff who work at the club. Additional staff can be called upon when required from Hesse Pre-School Nursery. All staff hold recognised childcare qualifications to level 3.

What the setting needs to do to improve further

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

- expand opportunities for children to develop their understanding of the world in which they live by strengthening links with the outdoor environment and local community
- build on self-evaluation by adopting a more systematic approach to reflection and extending how the views of parents are incorporated to further assist in identifying areas for further improvement in pursuit of excellence.

Inspection judgements

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

Staff are knowledgeable about the Statutory framework for the Early Years Foundation Stage and, as a result, children are making good progress in their learning. Staff plan and provide a stimulating range of interesting activities that keep children well occupied and help them to enjoy their time at the club. Children are very keen and enthusiastic to talk about what they like doing. For example, they say they like painting and 'love reading and drawing'. They are happy that they 'get to see' their friends and it is clearly evident that children form close friendships between themselves and with the staff, including their special key person. The well-qualified team of staff place a sharp focus on helping children

acquire excellent communication and language skills, and on supporting their physical, personal, social and emotional development. This helps to form a secure basis for learning and supports children to develop in confidence and independence.

The quality of teaching and learning is good because staff have high expectations of themselves and the children. Staff provide a good balance of activities between those that keep children active and those that help them to relax and follow their individual, recreational pursuits. This is important during out of school time and holiday periods. During a craft activity inspiring children to be creative by planning and making name plaques for their bedroom doors, children showed high interest in making bird feeders. This followed after looking at a reference book. A lively discussion, involving staff and children, took place and a varied range of additional resources were promptly found so children could follow this interest. This shows learning is led by the children and staff are happy and confident to change original plans and make adaptations to enable children to follow their own ideas and interests.

Children are involved in a rich and varied range of activities that motivate them to explore, investigate and learn by first-hand experiences. For example, the inspection took place during the summer holiday period. The planned itinerary of events for the duration of the six week period was found to be exciting and extremely varied. The week-by-week plan, shared well with parents, includes activities, such as baking, arts and crafts and sports activities. The programme ends with children sharing their talents and interests by putting on a performance. The full list of activities is comprehensive and impressive. The programme begins by the first week being sensitively organised around 'getting to know you'. This is because not all children know each other from school or attending the club during term time. New children quickly settle and swiftly get involved in the activities, but when they show signs of uncertainty staff promptly reassure them and offer excellent support. This helps children to settle into a new routine and environment and builds their confidence. Experiences for children overall during holiday periods and term time meet children's needs very well. However, there is potential to develop their understanding of the world in which they live by strengthening links with the outdoor environment. For example, by visiting places in the local community more regularly, increasing the amount of visitors to the club and expanding the range of outdoor learning experiences.

Information is shared with parents so that they are well informed. A great deal of information is clearly and attractively displayed on the walls of the club. This includes details about play activities so that they can contribute towards children's learning at home. Many families have used the club for a number of years. Some children have previously attended the company's other registered pre-school provision since babyhood and then transferred across to the out of school club when they started school. This provides continuity for many children and is a firm basis for the strong and trusting relationships they form with staff. Parents recognise this valuable asset to family life, particularly by this 'wrap-around' approach to their childcare needs during school term time and holiday periods. The benefits to children are that they are well supported as they begin and continue through school by having the club as a familiar base to enjoy their time, meet and play with friends while being kept safe and secure.

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

The club operates from a building that has shared use. Staff are vigilant to ensure children are safe by making sure the entrance door remains secure and that children are continually well supervised. The enclosed, outdoor play area is in the school grounds and children understand that they have to wait for staff before they walk as a group to the playing field. Regular head counts of children are taken by staff to monitor and check that everyone is present in line with the attendance register. This provides children with a positive safety message about being aware of everyone's safety and their whereabouts. Road safety features prominently through daily activities as children travel on foot to and from school, and through discussions with staff as they draw and write about their knowledge and understanding. Their work is displayed as a visual reminder on the 'be safe, be seen' display. The playroom children use is well organised, comfortable and welcoming and children feel safe and encouraged to be confident and independent. Space is used successfully to create different areas. For example, there are places where children can rest and relax, use information and communication technology equipment, be creative or sit at tables to paint, write, play games or complete puzzles.

Children play outside on the field and take part in team games, sports activities or, if they prefer, sit and read a book and relax. The manager recognises the benefits of team games for children, which help them develop a range of skills, such as throwing and catching a ball to one another. She knows that children benefit because they learn how to listen and appreciate rules. Team events help children understand about turn taking, being co-operative and working with others. These are important social skills for children and contribute to peer group acceptance at school. Children's behaviour at the club is exemplary. Sometimes children take their packed lunches that parents provide outdoors and have a picnic. On the day of the inspection lunch was eaten inside and was observed to be a very sociable occasion. Children chatted to their friends and staff and managed the contents of their lunch boxes very well. Topics of conversation are varied and children are very keen to talk about a range of issues important to them. For example, they talk about their forthcoming holidays, trips to the hairdresser and family life. Following lunch, as a treat, children enjoy an ice-cream. Children know about current events and discuss the recent arrival of Prince George, born to the Duke and Duchess of Cambridge. This shows that they are taking an interest in the world around them and are keen and confident to communicate their knowledge and understanding to each other.

Staff share information with parents mainly through face-to-face conversations. There are records and registration forms that parents complete and they have access to their child's development file. This is a photographic record of the child's learning and activity participation at the club, accompanied by written comments and examples of work. A form named 'all about me' is used by each child and their named key person to share information. Topics include the child's favourite food, television programme, colours, games, friends' and family details. This forms the basis of useful and relevant information for each member of staff to know about each child so that warm, trusting relationships are nurtured and staff can respond to each child's needs and interests.

The effectiveness of the leadership and management of the early years

provision

The manager, who also works with younger children in the company's pre-school provision, competently leads a strong and well-established staff team. She has very close links with senior managers and information is shared regularly to ensure that the club meets the varied needs of children and parents. Staff are well supported by the manager and senior managers to fulfil their responsibilities in meeting the requirements of the Early Years Foundation Stage. They take part in training, supervisions and annual appraisals. A well-established programme of professional development helps staff improve their knowledge, understanding and professional practice. This makes sure staff are confident, thorough and resourceful as they strive towards maintaining good standards of care and learning for children. Through precise observations, meaningful discussions and regular assessments of children's progress, the programme for learning is successfully monitored. This provides staff with an accurate understanding of the learning that is taking place. It ensures that children are moving forwards in their learning and development and no-one is getting left behind.

There are effective safeguarding arrangements in place. Staff are confident of their responsibility to protect children and ensure that steps are taken to keep them safe. All staff attend safeguarding training and know the action to take if they have any concerns about a child's welfare or well-being. Areas children use are safe and staff diligently carry out routine visual and written checks to ensure children's safety remains a priority. There are secure systems in place to monitor the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, there are robust recruitment, induction and retention systems in place and practitioners' suitability to work with children is regularly monitored. There is a positive commitment towards partnership working. For instance, there are trusting relationships with parents in place and an effective working partnership with the adjacent school that many children attend. The club has links with the nearby children's centre and the network of partnerships with other professional agencies is increasing. This contributes towards children's safety by having in place contacts to share information if necessary.

The club has met the issues raised at the previous inspection well. In doing so children's safety has improved and staff make better use of their observations and assessments of children's progress to aid planning and make each one's learning more personalised. There is an extremely strong focus to find out the views of children. For example, staff hold frequent discussions with children and they are encouraged to record their opinions on a 'wall of ideas'. Staff use this information to inform the activity planning and contribute towards the evaluation and ongoing needs of the club. A self-evaluation exercise has taken place, but this has not been updated for some time, particularly to include the views of parents. This shows a weakness in the quality of reflective practice, particularly as managers are determined about working towards meeting ambitious targets they aspire to for the future.

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	314647
Local authority	East Riding of Yorkshire
Inspection number	871959
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	67
Name of provider	Essle Pre-School Nursery Group Limited
Date of previous inspection	26/01/2012
Telephone number	01482 646262

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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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