

# Hambleton Play Safe Club

Hambleton C of E Primary School, Gateforth Lane, Hambleton, Selby, North Yorkshire, YO8 9HP

## Inspection date

21/08/2013

Previous inspection date

09/03/2009

## The quality and standards of the early years provision

**This inspection:**

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 happy, settled and enjoy coming to the club. This is because the staff value and engage the children in what they do, to develop their interests and support their individual needs effectively. As a result, children's confidence and independence are nurtured and reflected in their exemplary behaviour.
- Staff observe and assess the children to support their ongoing learning and development. This is highly effective in promoting their personal, social and emotional, communication, language and physical development. Consequently, they are engaged and motivated in what they do.
- Staff work very effectively with parents and their children. As a result, parents are highly satisfied with the good level of care and support provided and are well informed of their children's ongoing learning and development.

### It is not yet outstanding because

- There is scope to build on the already good relationships formed with other early years providers, particularly where children attend the club as part of their wrap around care.

## **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 and discussed the activities with the staff and children both inside and outside.
- The inspector looked at children's learning journey books and the planning.
- The inspector looked at relevant records, policies, procedures and risk assessments.
- The inspector took account of parents' views through written information.

## **Inspector**

Christine Tipple

## Full Report

### Information about the setting

Hambleton Play Safe Club was registered in 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is one of two clubs privately owned and managed. It is situated in Hambleton Church of England Primary School in Hambleton near Selby, North Yorkshire. The club operates from the library, hub, sports hall and computer room and there are enclosed areas for outdoor play. The club serves the local area and is accessible to all children.

The club opens Monday to Friday all year round, in term time from 7.30am to 9am and 3pm to 6pm and during the holidays 7.30am to 6pm. Children attend for a variety of sessions. There are currently 69 children attending of whom seven are in the early years age group. The club employs 16 members of childcare staff who work across both out of school sites. Of these eight hold relevant qualifications at level 3 and two at level 2. The club is a member of the local Early Years Cluster Group and the Out of School Alliance.

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

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

- build on the good relationships formed with other early years provisions, particularly where the children attend the club for their wrap around care in order to further enhance the shared approach that complements and informs the planning for children's ongoing learning and development.

## Inspection judgements

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

The staff share with the parents and children the 'all about me' form to enable them to provide information about their family, what they enjoy doing and anything they may have a concern about. This assists the key person to provide resources and activities that enables the children to feel secure and to assess their starting points. Staff provide a 'free play' approach with the children. This works well in enabling them to make choices and contribute to what they do that fully supports their varying interests effectively. This results in valuing children's opinions and ideas, as they are encouraged to say what they do, or do not like, which informs how staff plan for the children's play and learning needs.

Staff regularly observe and assess the children to understand what they can do, their interests, knowledge and skills, and how to support them to successfully develop and progress further. All information is put into the children's individual learning journey books

along with photographs of them engaged in their various activities. Parents have daily opportunities to speak with the key person and staff about their children's needs and what they do. They have ongoing access to their children's learning journey books and their comments are encouraged. These contribute to a meaningful account of the children's time at the club.

Staff place a strong emphasis on the importance of extending children's personal, social and emotional development and their communication, language and physical skills. This supports them very well as they move forward in their learning at school. The children enjoy meeting up with their friends at the club and are quickly engaged in the variety of activities provided. Children access the role play resources, for example, to dress up as their favourite character. This promotes children's imagination and enables them to re-enact their own life experiences. The books are readily sought by the children who sit together or with staff to read or have a quiet time on their own in the library area. Staff have ongoing conversations with the children who eagerly share what they enjoy doing or have done at home and school. This is used effectively by staff in their planning for the children, to further develop their confidence in their communication and language skills. The good support provided for the children fully enhances their ongoing progress and learning in school through the shared development records.

The outside offers a wealth of learning experiences for the children where they can plant and nurture what they grow and then eat their produce, such as tomatoes and sweet corn. The wild life area offers good opportunities for children to explore nature and their environment first hand. This is carried forward in their creative experiences which the children readily engage in, such as making spiders and butterflies that are part of the mini beast topic. Regular outings offer the children other experiences, such as visiting the animals at the farm or to the beach, these are then captured in their creative displays. They have a variety of daily physical play through the use of the outside area, such as coaching to develop their skills in football or tennis. The access to the adventure area in the school enables the children to climb, balance and manage different obstacles. This results in children being confident to take on more physical challenges. The planning takes account of the differing needs of the children to ensure inclusion is integral to what the staff provides and the activities and resources adapted so all children take an active part.

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

The settling-in process for the children is managed sensitively by the staff to support them to feel secure. This results in forming close relationships with the staff that fully enhance children's self-assurance and well-being. Children are confident to share their feelings and concerns because staff are skilled in responding in a caring way. The children contribute to the club rules to ensure they are actively involved in managing their own behaviour. Children are respectful and show concern for each other. This results in children's behaviour being exemplary.

Children have access to a good selection of interesting resources and equipment that engage and interest them. Staff involve children in the planning of the activities and work with the school to support the children in what they do. This shared approach provides

continuity and consistency in children's ongoing learning and progress. However, there is scope to build on the good relationships formed with other early years provisions where children attend the club as part of their wrap around care in order to enhance the shared approach that complements and informs the planning for children's ongoing learning and development.

Children are provided with a good selection of healthy choices for their snacks and light meals. They help to prepare these as part of developing their understanding of healthy eating. Children manage their personal care very well and know the routines and why they need to have clean hands before they have food. Staff promote the importance of staying safe, for example, by including the children in discussing the risks they may incur prior to all outings. Children have individual wrist bands which have the contact number for the club and all staff wear high visibility jackets so children can see them easily when on outings. Consequently, children are more aware of safety issues and what to do to protect themselves.

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

Staff have attended safeguarding training to ensure they remain up-to-date on child protection issues. The safeguarding policy and procedures reflect current guidelines and all relevant contact details of the support agencies are provided and accessible to staff. The club's other policies, procedures and risk assessments are reviewed and appropriate changes recorded. The secure recruitment and selection procedures in place assess the suitability of staff through the relevant checks carried out. Team meetings and staff support provide individual personal development plans for staff and their future training needs. These practices fully promote the safe management of the club and children's well-being. The staff clearly demonstrate their understanding of how to work in partnership with other professionals if additional support is required for a child.

The staff monitor all aspects of the club, to evaluate what is successful with the children and what is not and to take action accordingly. This is part of the daily approach with staff, such as through pre-session meetings to reflect on past events, to ensure they continue to provide positive learning experiences. This results in identifying areas to improve and any additional support needed, in order to maximise the opportunities provided for the children. Staff, children, parents and local authority contributions are used effectively to provide a plan that identifies areas for the future development of the club.

Partnerships with parents are good. The staff keep them informed on their children's progress and the daily contact provides ongoing opportunities for parents and staff to share any changes in the children's needs and childcare requirements. The information board and other displays of activities are updated. The use of email provides an additional form of communication, such as the monthly newsletters to keep parents well informed of all the planned outings and topics being offered for their children. Parents complete questionnaires with their children to provide feedback about the club. This is very positive in how well their children like the staff and are able to talk to them about anything that

may be worrying them. Parents are confident that their children are well looked after, safe and have excellent activities that provide positive and fun experiences.

### **The Childcare Register**

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
|--|------------|

|   |            |
|---|------------|
| The requirements for the voluntary part of the Childcare Register are | <b>Met</b> |
|---|------------|

## 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>     | EY367376                 |
| <b>Local authority</b>             | North Yorkshire          |
| <b>Inspection number</b>           | 878538                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 17                   |
| <b>Total number of places</b>      | 42                       |
| <b>Number of children on roll</b>  | 69                       |
| <b>Name of provider</b>            | Rachel Elizabeth Peacock |
| <b>Date of previous inspection</b> | 09/03/2009               |
| <b>Telephone number</b>            | 07989321825              |

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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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