

# Acomb Out of School Club

Acomb Primary School, West Bank, York, North Yorkshire, YO24 4ES

<b>Inspection date</b>	15/08/2013
Previous inspection date	04/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are happy, settled and behave very well. They are familiar with what is expected of them and have formed secure relationships with staff and other children who attend.
- The very good relationship with the host school ensures children's transitions are smooth and children spend leisure time at the club that complements their learning.
- Effective leadership is in place and the management team ensure the quality of service provided for children and their families is of a good standard. The staff team are enthusiastic, caring and good role models for the children to follow.
- Highly positive relationships with parents are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.
- All staff have a strong commitment to continual development and improving the provision to ensure children receive quality care.

### It is not yet outstanding because

- Opportunities to extend children's rapidly developing independence skills are not fully promoted at snack time.

## 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 rooms and observed activities in the outdoor area. A tour of the premises was completed.
- The inspector held meetings with the manager, nominated person and talked with children and staff, including key persons, at appropriate times throughout the inspection.
- The inspector looked at relevant documentation which included, self-assessment, staff suitability checks, children's observation, assessment and planning records and other documentation linking to children's safety. A selection of the setting's documentation that supported health and safety were seen.
- The inspector took into account of the views of parents and carers spoken to on the day and written feedback from questionnaires completed by parents and children.

## Inspector

Carol-Anne Shaw

## Full Report

### Information about the setting

Acomb Out of School Cub was registered in 2004. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Acomb Primary School on the outskirts of York, North Yorkshire. It is owned and managed by a limited company with trustees. The provision serves the local area and is accessible to all children. It operates from classrooms within the school and children have access to a large enclosed outdoor play area.

The Out of school club employs 11 members of child care staff. Of these, nine hold appropriate early years and play work qualifications at level 3, with the manager and deputy having level 6 play work leadership and management qualifications.

The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 307 children attending who are aged from three years to 14 years of age. Of these 89 are within the early years age range. Children attend from the host school and are collected from the nearby Our Lady Queen of Martyrs Primary School during term time. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- extend further the opportunities for children to practice their self-care skills at snack time. For example, provide more opportunities for children to take responsibility for helping to prepare their own snacks.

## Inspection judgements

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

Staff provide a wide range of activities, which capture children's interest, enable them to learn new skills and effectively complement their learning at school. A well organised account of each child's learning and the progress they make in their development is recorded by the child's key person. They clearly identify the next steps in children's learning and use this information to inform the planning of activities in the club. This means children are supported well to continually make good progress. Children's records are shared regularly with parents, who state they are fully informed about how their child

spends their time in the club and are delighted with the progress they are making.

Staff have a positive impact on children's learning. They ensure the premises are well organised, which enables children to be active or to take part in quiet activities according to their needs. For instance, an area with soft cushions and a good range of books is provided, so children can sit and read quietly if they wish. This enables children to develop and use their literacy skills. Children have ready access to a good range of role play resources. Staff give children time to explore and use these uninterrupted, which enables them to use their imagination as they act out real life scenarios. The large outdoor area gives children space to play games and different sports. Children are keen to explore the outdoor area. They develop their physical control and coordination as they run and climb, they learn to assess the risk as they do so. Staff have a good understanding of capturing children's interest in the different activities they provide and when to engage with children in their play.

Children have many opportunities to learn about their local area and further afield as they take part in many outings during the school holidays, such as visiting the coast and an outing to a local climbing wall. Children have opportunities to celebrate festivals from around the world with activities, such as baking and food tasting. There are good opportunities for children to readily observe positive images of today's diverse society and different activities from around the world are included, to further strengthen children's understanding of the world. Staff engage positively with children as they play and skilfully engage them in conversation to develop their communication skills. For example, as one member of staff plays with the children in the messy play outdoors she facilitates good discussion. This enables children to talk animatedly about the different textures of the corn flour, pasta and shaving foam, plus just how strange the cold the beans feel on the feet. The member of staff listens with interest to the children and clearly acknowledges their achievements by showing other staff the different woollen bracelets they have made. This raises children's confidence and self-esteem, they clearly show that they are very proud of their achievements as they smile. A wide range of resources, such as paper, pens, crayons and pencils, are also freely accessible indoors. This enables children to practise their writing skills and encourages their creativity further as they use the resources to draw and colour pictures and patterns. A large painted banner is in the process of being completed by children throughout the summer holiday.

The staff are confident when working with children who have special educational needs and/or disabilities or English as an additional language. The daily routines promote the use of language and staff plan extra time for individual children to have extra support to enhance their involvement in the activities. Fully understood systems are in place to share information and work with other professionals involved with the children where required.

Through sharing information, access to children's learning journals and weekly newsletters, parents are kept well informed of their children's progress at every stage of development. Parents are encouraged to be involved in their children's interests and learning, sharing children's achievements from home. Staff provide ideas and information to support parents to continue leisure activities at home. Fully understood systems are in place to share information and work with other professionals involved with the children where required.

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

Staff manage children's transition from school into the club very effectively. For example, there are opportunities for staff to meet with children and parents before the placement begins, so children can meet staff and become familiar with their new environment. Children are actively encouraged to help complete a form regarding their interests, likes and dislikes by talking and drawing pictures of these with their key person. This enables children's key persons to ensure activities that match their interests are provided, which helps them to settle quickly. Children develop close relationships with the staff and are keen to talk about what they have enjoyed doing this summer.

Children behave very well because they know what is expected of them. This helps to promote a calm and harmonious atmosphere. Children listen to and respect one another's opinions. Staff are very proactive in helping children to learn how to deal with their different emotions. For example, they provide pictures of different facial expressions and ask what this may indicate. They talk with children about how best they might deal with different scenarios, such as a fall out with a friend. Staff very effectively support children in learning about personal safety. For instance, they ensure each one wears a high visibility vest as they walk off site to different activities in the community, so they can be seen easily. They talk with children about the risk assessments they complete, which means children learn to identify possible hazards and how to minimise these. Staff make sure children understand about 'Stranger danger' because they talk about this before they go out on visits to busy places.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Snack time promotes healthy eating and staff talk with children about different healthy foods. They are provided with nutritious food, such as fresh fruit and cheese and crackers for their snack. This effectively helps staff to promote their understanding of healthy eating. However, staff do not enable children to use their independence fully at snack time. For example, it is the staff who prepare food in the holiday club, they do not involve children in helping to prepare this. This means children are not always encouraged to develop confidence in doing things for themselves. Use of the school grounds provide many good opportunities for children to take part in physical activities, to help them gain coordination and control of their bodies. For instance, they confidently change direction as they run and chase one another and they use the climbing wall with good dexterity. Staff skilfully support children to develop their skills in throwing and hitting a ball, skateboarding and to follow many outside activities. This means they get plenty of fresh air and try things they may enjoy in their leisure time at home.

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

The management team work well together ensuring the requirements of the Early Years Foundation Stage are met successfully. The recruitment and vetting of any new staff is robust, which ensures their suitability to work with children is fully explored. Staff complete training in safeguarding children and, as a result, they are confident in their understanding of child protection issues. Thorough risk assessments are carried out on all areas of the premises and for all outings and effective action is taken to minimise any hazards. These are regularly reviewed and improved. This means children's safety and well-being is promoted very effectively. New staff go through a thorough induction procedure to ensure they know how the service operates. The manager and deputy monitor the performance of all staff on an ongoing basis very effectively. This includes peer observations and regular supervision sessions. Staff are actively encouraged to reflect on their performance and identify any training needs, to move their practice forward. Professional development is actively encouraged and supported. Staff's individual skills are fully recognised and they are encouraged to use these to benefit the club and effectively promote children's care and learning.

Good attention is paid to monitoring the quality of the service. For instance, a tracking sheet is in place for each child so managers can see at a glance that all areas of children's learning are being supported effectively. Both children and parents are asked to complete an annual questionnaire and their replies are collated and action taken to implement any necessary changes. Staff meet each month as a team to discuss the service they provide. The management team use all this information to complete a detailed self-evaluation document, to identify the club's strengths and areas for improvement. From this a clear development plan is drawn up to show how the service will move forward. The group have been awarded the 'Framework for Inclusion Award' and they were the first out of school club in York to complete the process. This has helped them gain the knowledge and understanding to be highly successful in providing a fully inclusive setting. All actions and recommendations for improvement raised at the last inspection have been fully addressed. The complaints procedures have been reviewed and links with other providers of the Early Years Foundation Stage that children attend have been strengthened. This means the club's capacity for continuous improvement is good.

Partnerships with parents are highly effective, they are kept very well informed about the service in a number of effective ways, including the web site and weekly newsletters. Daily discussion also provides good two-way communication. Parents are unanimous in their praise for the club. They state that staff know their children very well and tap into their interests for activities. They state that they would not hesitate in recommending the club to others and that the children look forward to attending the club both in term time and in the holidays. Staff work effectively in partnership with the two schools the club serves. They have ongoing discussion with teachers regarding what aspects of children's learning are being focused on in school and how these can be complemented by leisure activities they offer in the club. Consequently, a shared approach to children's learning is promoted across the settings.

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>	EY286437
<b>Local authority</b>	York
<b>Inspection number</b>	915393
<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>	60
<b>Number of children on roll</b>	307
<b>Name of provider</b>	Acomb Out of School Club Limited
<b>Date of previous inspection</b>	04/04/2011
<b>Telephone number</b>	07788983658

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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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