

Appleton Roebuck out of School Club

Appleton Roebuck Primary School, Main Street, Appleton Roebuck, YORK, YO23 7DN

Inspection date	15/01/2014
Previous inspection date	Not Applicable

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

- Children's learning at school is complemented very well in the club because staff provide a range of activities that are linked to children's interests. Consequently, children continue to develop their knowledge and skills.
- Children are fully involved in making decisions about the club, which means they learn to take responsibility and help to shape the service to meet their needs.
- Children learn to behave well and have a good sense of keeping themselves safe because they listen to staff and follow their instructions. This produces a very calm and harmonious atmosphere in the club.
- Children enjoy their time in the club and feel safe and secure because staff work well together and provide a warm, welcoming and family orientated environment for them.

It is not yet outstanding because

- Children do not have consistently rich opportunities to access and use a full range of resources that enhance their imaginative play.
- There is scope to extend the range of resources available in the outdoor area.

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 had a tour of the premises and observed children playing in the playroom and the outdoor area.
- 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 records, planning documents and policies.
- The inspector made observations of and discussed the activities offered during the session with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Appleton Roebuck out of School Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Appleton Roebuck Pre-School Groups committee. It operates from Appleton Roebuck Primary School in the village of Appleton Roebuck on the outskirts of York. The club serves the local area and is accessible to all children. Children are cared for in one room and there is an enclosed area available for outdoor play.

The club employs two members of childcare staff, both of whom hold appropriate early years qualifications, one at level 3 and one at level 2. There are also two supply staff who are qualified to level 3. The club opens Monday to Friday term time only from 3.15pm to 6pm. Children attend for a variety of sessions. There are currently 27 children attending, four of whom are in the early years age group.

What the setting needs to do to improve further

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

- strengthen the opportunities for children to use resources that enable them to represent their own ideas, thoughts and feelings, such as small world resources, to further support their imaginative play

- enhance the range of resources outdoors, for example, providing items, such as torches and magnifiers, that children can use in different seasons to explore the area.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage. They provide a wide range of activities that complement children's learning at school very well. These are linked to children's interests, which means they want to take part and continually develop their skills in a fun way. For example, a group of children request a baking activity, so they can make pizza. Staff quickly respond to this. During the activity a member of staff skilfully encourages children to follow the recipe, to take turns to add ingredients and mix these in to achieve the required consistency for their dough. She asks children to work out how to divide the dough up, so everyone has a piece. She gives children time to shape and form this as they want before adding toppings. This enables children to take full ownership of their learning. The member of staff sensitively extends children's learning by explaining that the flatter the dough the quicker it will cook, so it will be ready in time to take home.

All of which, supports children to purposefully use their mathematical, physical and creative skills.

Resources, such as paper, pens, crayons and pencils, are freely accessible to encourage children to use their writing skills. Children have access to a number of laptop computers, which they use confidently and they are able to use the school library area if they want to sit and read. This enables them to develop and hone their skills in information and communication technology and literacy. Staff set out the playroom well, with table top activities and others based on the floor. Children can choose from these freely, which means they make decisions about where and what they want to play with. This enables them to be quiet or active according to their needs after their day at school. For example, two children work cooperatively as they create models from construction resources, using their imagination and solving problems as they work out how things fit together. However, children do not have ready access to a rich range of role play and small world resources, to further support their imaginative play.

Staff engage positively with children as they play, which encourages their language and listening skills. For example, they facilitate 'job talk' at snack time. This skilfully prompts conversation and gentle reminders about staff's expectations of children's behaviour in the club, in a relaxed and non-threatening way. For example, staff remind children about stacking their used plate and cup on the side after snack and ask children why this is important. This means children understand fully about working together to keep their environment tidy. 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. Children's progress is shared with parents on a regular basis, so they know how their children are developing and increasing their skills and knowledge. Parents praise staff's recognition of their children's interests and the activities they provide to support these.

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, so they know what to expect. Discussion with each child and their parents ensures staff have a good understanding of their individual needs. This enables them to provide activities that match children's interests and meet any health needs they may have. New children are buddied up with another child when they first start and allocated a key person who they are seen to bond with, which helps them to settle quickly. Older children show a caring and supportive attitude towards the younger ones. For example, an older child helps a younger one to zip his coat up before going out to play. This promotes a family orientated environment.

Staff effectively support children in learning about personal safety. For instance, they explain to them about staying in a particular area during outdoor play, so they can be seen easily at all times. Staff teach children how to use equipment, such as a grater, safely during baking activities and to line up sensibly before going outside, so everyone is accounted for. Staff promote children's good health very well. For example, they are able to rest as and when they need to. Fresh fruit is available at all times for children to help

themselves to and they choose from a range of healthy items at snack time, such as crumpets, salad items and additional fruit. Staff actively encourage children to use their independence at this time. For example, they enable them to choose their own topping and spread it on their crumpet. This supports children to have a positive attitude towards mealtimes. Children have access to the outdoor area each day. This means they benefit from fresh air and have freedom to move around on a large scale after their day at school. Children develop good control of their bodies as they run and chase each other and use equipment, such as hoops and balls. This promotes their physical development well. However, the range of resources to support those children who have an interest in nature and the seasons is not sufficiently wide. This means children's interest in this area is not supported as well as it could be.

Children behave well because staff discuss what is expected of them in the club and why. For instance, staff ask children not to play on the grass outdoors if this is very wet and children adhere to this. Children are keen to discuss how they like coming to the club and what they like playing with. For example, one child states he likes having toast for snack and that he has lots of friends in the club. Children are fully involved in making decisions about club, which means they learn to take responsibility and help to shape the service to meet their needs, for example, they help to plan the programme of events and alongside staff they evaluate the success of the activities after taking part. For example, after making Christmas crackers a young child writes 'I liked it'. Consequently, children enjoy their time in the club and feel safe and secure, which promotes a very harmonious atmosphere.

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

The manager leads the staff team very well and receives good ongoing support from the committee, which ensures the requirements of the Early Years Foundation Stage are met very successfully. Staff have a good understanding of safeguarding children. They are confident in discussing the possible indicators of abuse or neglect and know to whom they should refer any concerns. The premises are kept secure at all times and staff work well together to provide a welcoming and relaxing environment for children after their day at school. Children are supervised very effectively both indoors and outdoors and any potential risks to their safety are minimised effectively. This means they are safe and well protected at all times.

Robust arrangements are in place for the recruitment of vetting of any new staff and to monitor their performance. For example, induction procedures support staff to understand their roles and responsibilities and appraisals enable them to reflect on their practice and identify any further training needs. Good attention is paid to monitoring the quality of the service. For instance, staff meet regularly as a team to discuss the effectiveness of the sessions and children's individual learning needs. The committee meets on a regular basis and members visit the club to observe the effectiveness of the sessions and staff's practice. This means they have a good understanding of how the service is being operated on a day to day basis. Parents' and children's views are regularly sought, all of which is used to complete a detailed self-evaluation document. This clearly identifies the club's

strengths, areas for improvement and plans for how the service will be moved forward.

The club has good partnerships with parents. They receive good information about how the service operates. For example, copies of all the club's policies and procedures are available in the setting and on a web site. Daily discussion keeps parents fully informed of their child's activities during the session. Parents' comments about the club are very positive. For example, they describe staff as friendly and approachable and that they understand their children well. Staff have good links with the host school. For example, they have 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, an 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY463314
Local authority	North Yorkshire
Inspection number	926067
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	27
Name of provider	Appleton Roebuck Pre-School Groups Committee
Date of previous inspection	not applicable
Telephone number	01904744236

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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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