

Skools Out

Hemingford Grey Primary School, St. Ives Road, Hemingford Grey, HUNTINGDON, Cambridgeshire, PE28 9DU

Inspection date	10/03/2014
Previous inspection date	17/11/2011

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 spend their time in self-chosen learning activities with independent access to a broad range of resources. As a result, they thoroughly enjoy themselves.
- Children enjoy continuous access to the outdoor areas, where they develop their physical skills through healthy and energetic play.
- Staff demonstrate a clear understanding of safeguarding procedures and effectively keep children safe.
- Excellent partnerships with the teachers in school promotes children's sense of belonging and helps to ensure continuity of care and learning.

It is not yet outstanding because

- Children's opportunities to learn more about risk and keeping themselves safe during the emergency evacuation practises are not fully explored.
- Although children have a very good range of resources and activities to promote their good progress overall, they have fewer chances to explore modern information and communication technology, for example, using computers to do safe research on the internet.

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 the children at play and their interactions with staff.
A range of documentation was sampled, including policies and procedures,
- children's records and planning information, registers and the club's improvement plan.
- The inspector spoke with the manager, staff and the local authority advisor at convenient times during the inspection.
- The inspector took account of the views of parents present on the day of inspection.

Inspector

Veronica Sharpe

Full report

Information about the setting

Skools Out is a privately owned setting offering wrap around care at the Hemingford Grey Primary School, Cambridgeshire. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. All children have access to the school's playground and field. There are currently 178 children on roll aged between four and 11 years of age. Children attend for a variety of sessions. A small number of children on roll have special educational needs and/or disabilities. The club is open five days a week during school term times from 7.50am to 8.50am and from 3pm to 6pm. The club is open during some school holidays depending on the availability of the school. The club employs seven members of staff who work directly with the children, the manager holds a playwork qualification at level 3, one member of staff holds an early years qualification at level 6. Two other members of staff are qualified at level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen children's understanding of risks and how to minimise them, for example, by enabling them to take a more active role in the emergency evacuation procedures
- extend the use of information and communication technology to further enhance children's ability to do effective independent research and use open-ended software programs creatively and safely.

Inspection judgements

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

Children enjoy attending this friendly club; they have fun and benefit from a broad range of interesting activities. Staff know the children well and support them effectively to choose their own activities and routines. They plan additional adult-led activities influenced by children's interests and to complement their learning in school. Resources are plentiful and accessible, with a broad range available each session. Consequently, children make good progress overall. Staff gather comprehensive information from children, parents and teachers to establish children's starting points. Subsequent ongoing observation and assessment by both club and school effectively monitors children's progress across the areas of learning. Parents are kept well informed about children's achievements through regular conversations and the joint learning journals.

Staff use their competent teaching skills to support the children as they play. Sometimes

they play with and alongside the children, supporting their learning through skilful interactions. At other times they watchfully observe, providing space and time for children to explore their own ideas. For example, older children independently build complex models with popular small construction sets. Staff show they value the children's thoughts. They engage them in cheerful conversations, talk about their day in school and their plans for when they go home. There is a good range of books and children freely access these. They lounge comfortably on cushions and find their favourite stories, enjoying quieter moments alone or with friends. All of this supports their communication and language well. Children enjoy arts and crafts and develop their design skills using 'junk', paper and collage materials. They show a well-developed interest in writing because staff are good role models, for instance, they record children's requests for tomorrow's activities.

Children extend the activities they have enjoyed in school, for example, they write notices in Chinese scripts after learning about Chinese New Year. Staff enthusiastically support children's knowledge of wildlife by encouraging the use of bug boxes and provide information books about nature. Children illustrate their findings in cooperative collage pictures showing the animals and birds they have seen in their wildlife area. Staff extend children's mathematical skills well as they encourage children to count out loud. They support their critical thinking effectively by asking how an indoor den can be constructed, and what might children need. This gives children necessary skills to support their future learning. There is a reasonable range of information and communication technology available, for example, children have use of walkie-talkies and play music on CD players. However, children are not fully enabled to research their interests and express themselves creatively with information and communication technology, such as computers.

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

Children form strong bonds with staff and clearly feel safe and settled. As a result, they approach their learning with confidence and demonstrate a strong sense of belonging. Early years children have a key person allocated when they start, which helps to ensure their transition from school to club is smooth. Parents and children complete an 'All about me' form, which gives staff good information to meet each child's individual needs and preferences. Staff support new and younger children to make friends and become fully involved in the activities. Older children voluntarily act as 'buddies' and encourage younger children to join in their games.

Children have continuous access to the school playground and surrounding grassed areas during the session. Staff play with them, encouraging active games, such as tennis, to promote children's physical skills and their good health. The outdoor area offers a varied environment, such as, balance beams, a wildlife area and a covered deck for quieter times. This, along with plentiful outdoor resources, entices children outside for most of the session, even in inclement weather. Children are provided with healthy snacks and have their personal preferences taken into account. They actively prepare their own foods and clear away afterwards, giving them life skills to effectively support their future learning. Staff plan varied activities to help children learn about healthy foods, for example, they play games around identifying what is good for them.

Behaviour is good because expectations are high. Children are self-reliant, and understand the importance of clear rules and boundaries. Staff enable them to solve their own minor disputes by encouraging independent negotiations for sharing and taking turns. Staff help children to keep themselves safe during daily routines, such as putting away resources and clearing away chairs after use. Although children take part in fire drills these are generally in line with the school timetables, rather than focused on the club. For example, they do not take place after school hours, or in the dark. Additionally, there is scope for children to be encouraged to think about where a fire might start, and how this might affect their escape routes to enhance their understanding of risk.

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

The manager and her team are clear about their responsibility to protect children from harm. They review their child protection procedures regularly at team meetings, and therefore have a good understanding of the steps to take if a child is at risk. The provider carries out appropriate recruitment checks to ensure staff are suitable. Any new staff have an induction programme that ensures they fully understand their roles and responsibilities. As a result, the club is efficiently run by well-informed staff and children play safely. Staff carry out daily checks of the premises to minimise risks to children. They explain children's boundaries so they understand where they can play in the outdoor areas. Children are sensitively supervised so they stay safe, but have the freedom to make choices and be energetic. Staff have a clear understanding of the learning and development requirements for the Statutory framework for the Early Years Foundation Stage. All early years children have their development monitored effectively through regular assessments. Effective partnerships with the school mean staff are alerted promptly if there are any areas of concern. This enables them to plan additional activities to support individual children, for example, focusing on listening skills, or helping with hand writing. The provider supports staff professional development by conducting regular appraisals. The manager provides frequent opportunities for staff to meet with her and provides strong leadership. Consequently staff demonstrate effective teaching skills and enable children to make good progress. Staff involve children and parents in the evaluation of the provision through discussion and questionnaires. The manager has a clear vision for improvements and works closely with the local authority advisor to make swift progress through their agreed action plan. The club has fully addressed the actions and recommendations from the last inspection. For example, there is now a free-flow play environment that enables children to make their own choices and develop their independence well.

Parents are positive about the club and indicate that communication with staff is effective. They say their children are safe and well cared for and enjoy coming to the club. Staff clearly have friendly relationships with parents and welcome them on arrival. There are detailed policies and procedures available to ensure parents know about the provision. The partnership with the host school is extremely good. The manager has a close liaison with teachers that enables effective sharing of information. This includes any issues relating to vulnerable children and those who have special educational needs and/or disabilities. The Reception class teachers and staff work well together to support children's learning and development. For example, they have joint learning journals that clearly illustrate

children's achievements in school and at the club. All this helps to promote children's sense of belonging and their continuity of care and learning is assured.

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	EY427132
Local authority	Cambridgeshire
Inspection number	875865
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	178
Name of provider	Rachael Ann Hoyle
Date of previous inspection	17/11/2011
Telephone number	01480 375042

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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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