

Longhill Out of School Club

LONGHILL PRIMARY SCHOOL, Shannon Road, Hull, HU8 9RW

Inspection date

Previous inspection date

28/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Partnerships with the host school are well established. As a result, children make good progress as activities and opportunities offered at the club complement their learning in school.
- Members of staff use a calm, positive approach to managing children's behaviour, which takes into account their understanding and maturity. Consequently, children's behaviour is good and they display consideration towards others.
- The staff team fully understand how to promote children's leisure and link it to their learning. This results in high expectations for their achievements.
- Staff are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.
- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm.
- Positive relationships with parents and carers 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.

It is not yet outstanding because

- There is scope to enhance the resources to enable children to explore and investigate the stimulating outside environment, allowing them to observe and learn even more about the natural world.

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 children's activities in the gym and outside area.
- The inspector held discussions with the out of school coordinator, staff and children throughout the inspection.
- The inspector viewed areas of the school accessed by the out of school club, including the school hall and outdoor areas used by the children.
- The inspector observed an activity with the coordinator of the provision.
- The inspector looked at a selection of policies and procedures and checked evidence of the suitability and qualifications of staff working with the children.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Longhill Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Longhill Primary School in Kingston upon Hull and is privately owned and managed by Child Dynamix. The setting serves the local and surrounding areas. There are enclosed outdoor areas for children's play. The setting currently employs four members of staff, all of whom hold childcare qualifications at levels 2, 3 and 6. Additional supporting staff are available for administration. The provision is open from 3.15pm until 6pm during term time and in the school holidays 8am until 6pm. Children attend for a variety of sessions. There are currently 46 children on roll, of whom 17 are in the early years age group. The provision 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:

- enhance the resources to support children to explore and investigate the outdoor learning environment, in order to further develop their understanding of the natural world.

Inspection judgements

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

Staff members demonstrate a good knowledge of the Statutory framework for the Early Years Foundation Stage. They use this well to support children's learning and development through their leisure activities. Each child in the early years age range has an individual file containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies children's next steps, and staff complete written summaries of learning on a regular basis. This ensures staff have good knowledge of children's individual strengths and weaknesses and know where to provide additional support when required. Good partnerships are in place with the host school children attend and information is shared to ensure that children's leisure time in the club complements their learning at school. The club is effective in supporting children who speak English as an additional language, and any children with special educational needs and/or disabilities are fully integrated.

Children have access to the spacious school gym, hall, outdoor play areas and associated facilities within the school. All children are enthusiastic and happy to attend the club following their day in school, and enjoy interacting with the staff and other children. The quality of teaching is consistently good. For example, staff support children well as they play and join in sensitively, fitting in with children's ideas. Children confidently initiate their

own games and choose to use various shapes and sizes of bricks to make constructions. Staff skilfully engage with children, listening and responding well to their thoughts and ideas, in addition to using purposeful questions to encourage children to think for themselves. This helps children to take on roles in their play and represent their own ideas. For example, children get organised to go on a nature walk in the field and this is well supported by staff. This supports children well in developing their communication skills as they engage in meaningful conversations. There is some ongoing negotiation as to who has the spade and who carries the bucket and other resources needed to closely examine the bugs, worms and snails they find. The children are thrilled to find three frogs, however, they very quickly escape out of reach. There is scope to enhance this activity further by providing even more resources for children. Therefore, enabling all children to be fully involved in the activity, further supporting their understanding of the natural world.

Children have good opportunities to develop physically as they have free access to the outdoor environment in addition to engaging in physical play indoors. They perfect and develop their hand-to-eye coordination and dexterity as they carefully use small construction bricks to create their models. They practise their writing skills as they make patterns and write their names in chalk on the outside pathway, choosing from the variety of coloured chalks. This develops into a large underwater picture with many fish and sea creatures, extended through purposeful discussion by the staff. Children develop their understanding of maths as they play games and count scores. Children demonstrate an enthusiastic approach to their leisure time. This supports them well in developing the key skills they need for the next steps in their learning as they move through school. They clearly love imaginative play and enthusiastically join in the activities and games.

Staff talk to parents as they collect their children informing them of activities their children have enjoyed, in addition to passing on any relevant information from school. This means that parents are well informed about their child's progress. Written information is shared on a notice board in the entrance used by the club. There are lots of photographs the children have taken to share with parents of activities enjoyed by them at the club. Parents are supportive of the club and in discussion commented that their children enjoy the wide range of activities and are happy attending the club.

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

The staff team provide a warm and welcoming environment for children, and an effective key person system is in place. This ensures children form good attachments and enjoy relationships that are close and supportive and where their needs are well met. Children attend the group happily, and staff are both calm and caring towards the children and clearly know their individual personalities. For example, they know children enjoy participating in a wide range of activities and ensure resources are available to sustain children's interest. Effective settling-in procedures are in place to ensure children's smooth transition from home and school. For example, parents are invited to visit with their children before they attend the club to ensure children feel confident. This all helps to support and develop their personal, social and emotional development. Children's behaviour is very good and staff are skilled in the use of positive praise and

encouragement, which helps to promote children's sense of value and boosts their self-esteem. These skills stand children in good stead for later life and learning.

Children operate with increasing independence. They wash their hands before snack time, and staff members ensure that the space is safe, welcoming and suitably resourced to support them in making safe choices. A good range of resources are set out for children's arrival and they are able to request further resources which are stored in a large cupboard. Children demonstrate growing independence as they pour their own drinks and help to organise snacks and get ready for meals.

Children are becoming aware and responsible for their own safety. They happily tidy away activities to ensure safe floor space and practise emergency evacuation procedures on a regular basis. Staff use timely, gentle reminders to support children. For example, they remind children to be mindful of others as they engage in boisterous play. This supports them in their understanding of keeping themselves and others safe around them. Children engage enthusiastically in physical play, which demonstrates their understanding of keeping themselves healthy. They also enjoy varied and nutritious snacks in addition to regular drinks.

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

A selection of policies, which are shared with parents, outline the procedures that are followed to keep children safe. Staff demonstrate a clear knowledge of the safeguarding and welfare requirements, which ensure children are effectively protected. For example, staff members demonstrate a clear knowledge of current safeguarding procedures to follow, should they have concerns about children's safety. In addition, they ensure that children are supervised at all times and the risk assessments in place minimise any accidents to children, protecting their safety. Staff are vetted through the Disclosure and Barring Service, further ensuring children are safe. Effective induction, mentoring arrangements and supervision are in place. This gives the staff and coordinator opportunities to discuss any concerns about performance and any training and development needs. There are close links in place with the school's safeguarding officer to support the staff who also work in the school.

The coordinator has a good understanding of her role in monitoring the delivery of the varied range of leisure experiences provided to help children make progress in all areas of learning. Staff regularly share information with staff in the school and use this knowledge to ensure the leisure and educational programmes are meeting the needs of the children. Staff observe and note children's achievements in a development record, which enables them to plan a good range of challenging activities based on children's interests. This ensures children's needs are quickly identified and well met through effective partnerships between the out of school club and school. All staff are actively involved in analysing what the club does well. They use staff meetings to discuss and plan what steps they can take to make further developments. For example, they have introduced colourful photographs of activities taken by the children. They show things children have enjoyed at the club and made into displays for parents and other children. This shows a commitment to reflect on

what they offer and continually make changes that improve the service for children.

Parents are made aware of the setting's key policies and procedures at the start. Ongoing informal discussions provide an overview of the activities that their children participate in during their time at the club. Daily exchanges of information ensure that parents are regularly updated about their child's welfare, and staff share observations that they have made about children's progress. The club works successfully with the school in which they are based. Staff members successfully exchange information about the children's interests and gain information about the learning that takes place while children are in school. This ensures that the club can support children's continuous learning and support their welfare effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY472314
Local authority	Kingston upon Hull
Inspection number	942978
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	46
Name of provider	Child Dynamix
Date of previous inspection	not applicable
Telephone number	01482 814160

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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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