

Elvington After School Club

Lower Derwent Sports and Social Club, Elvington Lane, YORK, North Yorks, YO41 4HP

Inspection date

Previous inspection date

21/05/2014

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

- Children display the characteristics of effective learners. This is because staff make experiences enjoyable and use children's interests to support them to develop skills.
- Staff are good role models for children. As a result, behaviour is very good and children are respectful, polite and well mannered.
- The manager and staff team have a clear understanding of the safeguarding and welfare requirements. Children learn how to keep themselves safe because staff have high expectations of them and they are given appropriate responsibility.
- There are effective partnerships with parents, schools and the local authority. This enables the manager and staff to obtain feedback, which supports them to improve provision for children.

It is not yet outstanding because

- Explanations in relation to hygiene practices are not always fully extended with the children. This does not support their growing understanding of what contributes to a healthy lifestyle.
- There is scope to enhance methods of information sharing with parents in order for them to contribute to children's learning and ensure individual care needs are fully met.

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 experiences for children in both the indoor and outdoor learning environments.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector checked the evidence of suitability and qualifications of staff working with children.
- The inspector spoke to parents and children on the day of inspection and their views were taken into account.
- The inspector held a discussion with the manager and checked self-evaluation evidence.

Inspector

Michelle Lorains

Full report

Information about the setting

Elvington After 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 situated in the Lower Derwent Sports and Social Club in the Elvington area of York, and is managed by a voluntary committee of parents. Elvington After School Club serves the local area and is accessible to all children. It operates from one room and there is a large sports field and park available for outdoor play. The after school club employs three members of childcare staff. Of these, all three hold appropriate early years qualifications at level 2, including two with an early years playwork qualification at level 3. Elvington After School Club opens Monday to Friday during term time and sessions are from 3.15pm until 6pm. They also open in the holidays depending on need. Children attend for a variety of sessions. There are currently a total of 36 children on roll, of these five children are in the early years age group. It supports a number of 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 methods of information sharing with parents regarding children's learning and care

- support children's growing understanding of healthy practices, for example, by talking to them about the importance of hygiene.

Inspection judgements

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

Children enjoy being in the club. They are keen to join in with experiences and display the characteristics of effective learners. This is because staff are able to build on children's interests to support them to develop new skills. Staff enhance learning experiences to make them fun for children and as a result, children make good progress towards the early learning goals. For example, children develop communication skills and extend their vocabulary as staff encourage them to think critically about what they are doing. Children enjoy showing staff how to make different coloured bracelets and they develop small muscle skills and have conversations about which types they can make next. Staff encourage children to persevere and have a go at trying new methods. They are supportive and offer words of encouragement. Consequently, children develop new skills and grow in confidence.

The club has access to a large sports field and park to support children to develop physical

skills. They benefit from active staff who interact and participate in tennis activities and football. Children have free-flowing access to the indoor and outdoor areas, which means they can choose where they would like to play. The club includes children's interests in their planning and children regularly contribute to the planning to ensure they have the resources needed. This means children's views are valued and as a result, they are happy, stimulated and engaged. Staff respond to children's requests for equipment and the club now has a range of computers, books, lego and creative materials. Children access these independently, developing their use of information and communication technology resources as well as essential literacy and numeracy skills needed for school.

The club displays posters with greetings in different languages on the wall to develop children's awareness of other cultures and promote inclusion. Information is gathered from schools regarding children's learning in order for the staff to further enhance this in their plans. Although overall, there are effective relationships with parents, strategies to engage them in their children's individual learning are not always highly successful. There is scope to develop two-way information sharing, such as using diaries, to enable parents to support learning at home.

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

There is a strong community feel in this setting and the environment is welcoming and friendly. Staff are good role models for children and as a result, they are kind and respectful to each other. Children benefit from learning how to be safe and staff have high expectations of them. For example, older children are given responsibility to section off an agreed area of the field where they can play football while staff supervise and then participate. This promotes their well-being in terms of building confidence, independence and self-esteem. Consequently, children stay within their boundaries and behaviour overall is very positive.

The manager and staff in the club actively promote children's independence and they develop self-help skills. For example, children are encouraged to take part in pizza making for their tea. They competently move along the table and wait for their turn to select different toppings, such as ham and cheese. Children sit together in chosen groups to eat their pizza; they talk among themselves and this is a sociable experience. Staff encourage children to wash their hands before they handle food, however, they do not have conversations about the importance of this. This does not support children's understanding of what contributes towards a healthy lifestyle in regard to good hygiene practices. Older children support younger children to pour water from small jugs, which they do skilfully with staff at hand in case they need further help.

Children are settled in the club because staff know them well and are able to respond to their needs. They form secure attachments and as a result, they feel safe. Parents are welcomed into the setting and staff share information with them about what they have eaten and the different areas they have used during their time in the club. Staff make every attempt to collect the same children from school. This provides continuity of care for children and builds relationships with schools while ensuring key messages are passed on to parents.

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

The manager and staff demonstrate a clear understanding of the safeguarding and welfare requirements. This means children are kept safe and are protected from harm. For example, the manager has a safe recruitment system when employing new staff and everyone working with children has Disclosure and Barring Service checks. Staff are confident in reporting concerns about children and there are robust policies in place. The environment is safe and secure for children. Thorough risk assessments are carried out regularly and hazards are checked daily indoors and outdoors before the session begins.

The educational programmes are monitored effectively with contribution from children, parents and the local authority. The club has extensive resources to promote children's learning and these are reviewed regularly. There is a clear process of reflection and self-evaluation, which demonstrates the club's commitment to improving the provision for children. Parents' views are collected in questionnaires and through verbal feedback. The staff gather children's opinions using surveys, which have smiley and sad faces on them. They ask about their likes and dislikes then use the information to enhance resources and planning. Children are clearly valued in this setting and staff ensure they feel their voices are heard. There are effective links with schools and the local authority to ensure children with English as an additional language and those with special educational needs and/or disabilities are supported effectively.

Staff say they feel well supported in the club as they benefit from training, which develops their skills to work effectively with children. Regular team meetings and supervision enable the team to reflect on areas for development, which they identify and act upon. Links with schools and external agencies, such as the local authority, are effective. They attend meetings to share good practice and develop relationships where support can be sought when needed. This means children's needs can be met fully and in a timely manner where further interventions may be appropriate. Parents speak positively about the staff and the club, describing them as 'fantastic'. When asked if they enjoy spending time at the setting, a child spoke proudly saying 'I like our club and I like making stuff best'.

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	EY469368
Local authority	York
Inspection number	942973
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	36
Name of provider	Elvington Out of School Club
Date of previous inspection	not applicable
Telephone number	01904 607784

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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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