

# Frodingham Out Of School Club

Frodingham Infant School, Rowland Road, SCUNTHORPE, South Humberside, DN16 1ST

<b>Inspection date</b>	18/03/2014
Previous inspection date	06/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The out of school club manager strives for continuous improvement. She monitors the educational programmes well and ensures that staff are supported in their training and professional development.
- The strong key person system supports engagement with all parents in their children's learning and development. Consequently, this shared approach successfully contributes to the good progress children make.
- Staff demonstrate high expectations of children, such as involving them in decisions regarding their own activity plans, devising their own rules and menus. This ensures children know what is happening, feel valued and have their independence well promoted.
- Staff recruitment and induction procedures are robust. The highly skilled teaching and support team contributes to the good progress children make.
- Children's good health is promoted because their individual dietary needs are very well managed and there are exceptionally high food hygiene standards.

### It is not yet outstanding because

- Opportunities available for children to seek additional information through a range of technology, such as computers to enhance children's already good progress are not always provided for.

## 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 during activities indoors and outside.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's policies and insurance documentation.
- The inspector spoke with the manager, staff, children and five parents at appropriate times throughout the inspection.

## Inspector

Tracey Firth

## Full report

### Information about the setting

Frodingham Out of School Club is managed by a voluntary management committee. It opened in 2005 and operates from a self-contained classroom within Frodingham Infant School in Scunthorpe, North Lincolnshire. The club is open five days a week from 8am to 8.55am and from 3.30pm to 6pm during term time. Holiday clubs run throughout the year from 8am to 6pm except over Christmas and the last week of the summer holidays. There are currently 75 children on roll. Of these, 18 are within the early years age group. The club supports children with special educational needs and/or disabilities. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 10 members of staff, including the manager, who work directly with the children. All members of staff hold relevant early years qualifications at level 3 or above.

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

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

- enrich the opportunities available for children to seek additional information through a range of technology such as computers to enhance children's already good progress.

## Inspection judgements

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

The extent to which educational programmes help all children to reach expected levels of development is very good. All staff have a deep understanding of how to effectively deliver the learning and development requirements of the Early Years Foundation Stage. Planning clearly identifies how activities will promote individual children's progress towards the early learning goals. For example, a space theme encourages hand washing as silver adhesive glitter is sprinkled on children's hands and referred to as 'space dust'. Children are surprised at the effort it takes to remove the space dust, and learn how to properly wash their hands. Staff observe and accurately assess children's progress as they play. This information is used to plan children's interests and to provide challenging experiences for each child to extend their learning. Children are working comfortably within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities or where English is not the home language. Activities are adapted to ensure that every child can enjoy taking part and achieve well, given their own capabilities. Resources are plentiful, both inside and outdoors. Children are guided to make their own choices and set many of their own rules, which promotes confidence and makes them feel valued. There is a high ratio of staff to children and a strong key person system is in place. Each key person's strengths are matched to the needs of the children. While they play alongside children, staff support and purposefully extend their learning.

They effectively encourage children's communication and language skills and promote their physical, personal, social and emotional development. Children's good progress ensures that they have the key skills needed for the next steps in their learning, such as school. However, there is less emphasis placed on children using information technology to further support and complement their learning.

Inclusion is managed well and plans meet individuals' needs. Languages and activities are adapted appropriately. For example, visual communication tags are used as well as written, enabling all children to understand. Strong relationships are built between parents and staff, which increase information sharing. Parents are engaged in their children's development and learning both in the setting and at home. The manager has regular contact with children's teaching and support teams in school, ensuring needs are continually met. Children learn well about different cultures through resources, such as dressing-up costumes and music. Cultural festivities are explored through activities, such as preparing and trying different foods and enjoying being creative with henna dye. Reading materials are in a variety of languages for both staff and children to become familiar with. A specific reading area is set out for comfort in a quiet area away from more active play. Children often read to each other here. The walls are beautifully decorated with displays of themes from popular books to encourage children's appreciation of written words.

The extent to which all children are supported to acquire the skills and capacity to develop and learn effectively and to be ready for the next stages in their learning, especially school, is excellent. Children from the out of school club attend either the on-site pre-school or primary school. Staff are able to support learning in school, such as helping children with their homework. This is enhanced further by the fact that the same staff are employed by the school during the day where they work with the same children. High ratios of staff result in children benefitting more from one-to-one or small-group attention. Practitioners demonstrate high expectations of children, such as allowing them to decide their own schemes of play, for example, choosing activities for holiday club. One suggestion was film morning, which staff extend by adapting the playroom into a cinema. This results in children using imaginative play with props and dressing-up materials, extending their own learning through role playing their own version of the film they have enjoyed. Newly heard words from the film are explored and familiar drawings appear in chalk on the playground surface. Staff recognise children's interests and effectively support their learning.

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

The well-being of children is generally well maintained. Staff provide a stimulating and welcoming environment, both inside and outdoors. Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. An increasingly well-resourced playing field enables children to be physically active. Children demonstrate increasing balance as they climb on the climbing frame and manoeuvre sit-and-ride toys. Children move freely around and enjoy a broad range of experiences that develop their growing independence and emotional well-being. Staff are always on hand to monitor the safety of children. All children, especially those in need of additional support, receive

warmth and affection and form appropriate bonds and secure emotional attachments with staff. Trusting relationships form, which contribute to their safety and sense of belonging. Staff work with the same children within the school so there is a strong sense of continuity.

The manager firmly believes that children's voices should be heard. She instils confidence by involving children in decision making so they are aware of what is happening and feel valued. With guidance from staff, the children formulated a set of safety procedures to protect themselves and each other. They carry out daily risk assessments and notify staff of any areas in need of improvement. Children write their own activity plans and devise rules. Children choose their meals in advance and set their own menus for the week. Food prepared is healthy and drinking water is available at all times. Children have regular free access to fresh air and exercise throughout each session. All staff hold a qualification in Food Safety in Catering. Clear and detailed records are maintained to ensure that each child's individual health or dietary needs are addressed appropriately. Children recognise and manage their self-care skills increasingly well, relative to their ages. For example, they safely and comfortably wash their hands before lunch. Activities and posters highlight the importance of good hygiene. Children are very well supported to develop an understanding of the importance of being healthy and maintaining a good standard of hygiene, which will keep them safe.

Staff effectively manage the move from the school into the club so children's emotional needs are well met. All children attend the on-site infant or junior school. Children are already familiar with the environment and staff, which enables them to feel safe and secure and for their good progress to continue. A buddy system is in place, so older children help the younger ones through their introduction to school. Behaviour is very good. Children are aware of boundaries set and behavioural expectations in the setting because they contribute to writing the rules. Children are encouraged to resolve their own disputes and write their frustrations in a diary or suggestion box so that staff can offer confidential guidance when needed. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. They share concerns with staff, which demonstrates that they feel safe and have begun to develop an understanding of acceptable behaviour.

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

Leadership and management is good. Arrangements for safeguarding children in the setting are mostly effective. Staff have a good understanding of child protection procedures. Related policies are up to date and the safeguarding policy covers the safe use of cameras and phones. Most staff hold paediatric first aid qualifications so children are treated appropriately following any minor accidents or illness. A programme of risk assessments is in place, which identifies areas of the environment that need to be checked regularly, in order to keep children safe. Robust recruitment and vetting, followed by in-depth induction and regular appraisals, check and monitor staffs' suitability to work with children. Supervision of staff, which increasingly involves observing each other's practice, leads to the identification of the strengths and areas to develop. This enables the setting

to identify staff training needs and to provide support and training, where appropriate, to increase knowledge, skills and understanding. The management and staff team have a generally good capacity to maintain improvement. Parents and children feed into the evaluation system. There are strong links between identified priorities and plans for improvement. These have an increasingly positive impact on the organisation and staff performance.

The learning and development requirements of the Early Years Foundation Stage are well met. Staff use their secure understanding of how children learn through play to effectively support them to make good progress in each of the areas of learning. The children are thoroughly involved in planning their own activities. As a group, staff meet each week, to monitor each other's assessment and planning to ensure that they are effective for each child. Children with special educational needs and/or disabilities have individual learning plans in place, which include their parents' views and any information from any professionals involved with them.

Parents have access to a wealth of information about the club on notice boards, through emails and in newsletters. Partnerships with parents and external agencies strongly contribute to meeting children's needs and securing the support that they need. Parents who expressed a view at inspection comment positively on the welcoming and relaxed atmosphere and speak extremely highly about the way staff care about their children. Positive links with professionals from other agencies, such as speech and language therapists, effectively support children with special educational needs and/or disabilities. Staff follow plans to make sure that children make consistent progress in the areas where they need extra support.

### **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

<b>Unique reference number</b>	EY311382
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	877973
<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>	24
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Frodingham Committee
<b>Date of previous inspection</b>	06/11/2008
<b>Telephone number</b>	01724 842408 or 07780653977

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

