

# Peak Time Kids' Club

St Michaels School, School Lane, Hathersage, Derbyshire, S32 1BZ

<b>Inspection date</b>	29/05/2014
Previous inspection date	24/09/2008

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

- Staff are sensitive to children's thinking and learning when deciding when to interact and when to value children's independent play.
- Staff have high expectations of children and use effective strategies to ensure behaviour is good. This means children feel safe and secure.
- Safeguarding procedures are very good. Staff know and understand their role in keeping children safe and know what to do should they have any concerns about a child.
- The management and staff have built strong partnerships with the school and playgroup staff. Consequently, there is a positive base established for the school and club to work cohesively together. This promotes continuity of children's care and learning needs effectively.
- Partnerships with parents are well-established. This supports a smooth transition between home and the out of school club, which promotes continuity in children's care and learning.

### It is not yet outstanding because

- Opportunities for younger children to be independent at snack times are not always maximised.

## 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 carried out a meeting with the manager. Policies and procedures were looked at and discussed.
- The inspector checked evidence of suitability and qualifications of staff working with children and the manager's self-evaluation form and improvement plans.
- The inspector observed teaching and learning activities in the after school club main room.
- The inspector held discussions with staff.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Diane Williamson

## Full report

### Information about the setting

Peak Time Kids' Club opened in 1995. It operates from St Michael's Primary School in Hathersage, Derbyshire. The club serves the local rural villages throughout the Hope Valley. The club is registered on the Early Years Register and both parts of the Childcare Register. It opens five days a week, during the school term and during the school holidays. During the school term the sessions are Monday to Friday, from 7.30am until 8.45am and 3.15pm until 6pm. During the school holidays, full day sessions are provided Monday to Friday, from 8am until 6pm, with a specific play scheme activities programme between 10am and 12noon each day. There is appropriate access for wheelchair users. Children attend a variety of sessions. Provision is in place for the children to be collected from school buses in Hathersage, or to be collected from other schools by an escort. There are seven regular and 18 sessional members of staff, who work with children at different times during the school holidays, as relief workers or as escorts collecting children from the surrounding schools. All seven of the regular staff are qualified. The manager is a qualified teacher. The provision 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:

- extend opportunities for children to enhance their independent skills during the routines of the day, for example, by enabling them to serve themselves and pour their own drinks.

## Inspection judgements

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

Staff successfully create a purposeful learning environment in this warm and welcoming after school club. For example, a range of materials and activities are available in the main room, such as, technology equipment, fabrics, dressing-up clothes for role play and writing and drawing materials. These are well-organised and labelled. Access to the quiet room enables children to choose to relax in a quieter environment. Therefore, children are supported to make choices in an enabling environment during daily routines and their free play. Staff communicate effectively to promote and extend children's language skills. For example, they model and narrate, giving children time to initiate discussion as they engage with them in exploring design and technology equipment. Children observe and are confident to ask relevant questions, such as 'how did you do that?' Staff offer their thoughts and reasons in a productive dialogue with children. Consequently, children's thinking is extended and learning is an effective and shared experience. Staff demonstrate timely intervention to support learning. For example, they join in and play the guitar to accompany children as they explore the sounds musical instruments make. Also, they encourage children to independently play musical instruments, such as the penny whistle.

This supports children's skills and confidence as they practise as other children watch, join in and enjoy sharing and celebrating each other's talents and skills. Physical skills and confidence are promoted through active learning. For example, children concentrate extremely well as they practise catching bean bags with one hand. Staff challenge their abilities further and children announce 'I can catch two at a time'. The outdoor chicken coup houses hens, which were hatched in the incubator. This helps children learn about and care for living things. Therefore, staff support children's learning and development very well in all areas of learning. Planning is flexible so that children's changing interests are given high priority. For example, staff complete 'brilliant observations' of children's learning and development. Observations and related photographs are then placed in the 'Brilliant Box'. During regular staff meetings, the observations are shared and subsequent plans are made to meet children's needs and interests. As a result, children's educational programmes are rooted in staff's good knowledge and understanding of children's age and stage of development and next steps in learning.

The high level of good staff care and attention means children of all ages have positive and trusting relationships. This helps them to settle quickly and to confidently engage in daily routines. For example, children self-register by highlighting their name on the attendance record. They write their name on the waiting list when they want to use the computers, as staff teach them the importance of independence, sharing and taking turns. This means children's understanding of fairness and awareness of self and others is very well supported. Older children are encouraged to support the learning and enjoyment of the younger children. For example, the younger children have their faces painted by the older children in preparation for the talent show. The older children serve food and drink as they act as good role models during snack time. Therefore, children's personal, social and emotional development is promoted very well.

Staff have established and secured very strong links with parents, the adjoining playgroup and the local primary schools. They gather relevant information about children's starting points on entry to the after school club. As a result, they have a thorough knowledge of each child's individual learning and development needs. Therefore, children's transitions are supported very well. The key person completes observations and assessments of the progress children make at the after school club. They have a good knowledge of children's needs and interests from information shared at registration and regular, informal communication with parents. Parents value the regular contact with the key person and are encouraged to become involved with their children's learning and development. For example, parents suggest ideas for out of school visits, which are responded to. As a result, there is a good two-way flow of information and strong partnerships between staff and parents.

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

This is a warm and welcoming environment in which staff and children are happy and calm. As a result, children settle well, move around the rooms confidently and feel safe and secure. This supports younger children to move smoothly between home, playgroup and the after school club. Staff are excellent role models, for example, they use

appropriate voice projection, show care and comfort to children needing encouragement and praise children regularly. Therefore, children's self-esteem and confidence is developed well. The environment reflects children's interests. Information, such as a giant map of the world, where children and their families can identify where they come from, values children's uniqueness. Children's behaviour is good as they use manners without prompting. For example, children proudly announce 'I said thank you first'. Staff demonstrate the effectiveness of 'creative behaviour' training. For example, they are consistent and gentle in supporting children to learn right from wrong. They encourage children to adhere to the expectations for acceptable behaviour. Staff quickly intervene to diffuse any unwanted behaviour very effectively, getting down to children's level and giving them time to calm down and reflect. Children listen well to instructions and respond appropriately. Staff praise children's efforts and achievements. For example, during the talent show, children are praised by staff with reference to their specific talent. As a result, children's confidence and self-esteem are promoted positively.

The effective key-person system means that children settle in the after school club very well. Cushions and sofas in the television/quiet room and soft seating near the book area provide areas for children to relax in when they choose. The key-person system supports partnerships with parents. Parents comment that they appreciate the regular communication, for example, as information is shared when starting the club about children's interests, likes and dislikes. This information is used to ensure continuity of care and ensures a smooth move between home, school and the after school club. Therefore, a shared approach supports children's well-being. Parents speak about the excellent, caring staff in the 'home from home' after school club. Parents know their children receive 'unique care and attention'. 'Staff really listen and respond to my children's needs and ideas'. Parents say how their children are calm and settled at the club despite having behavioural issues at school and home. As a result, the key-person system is very effective and children feel secure and valued.

After consultation with parents, children benefit from healthy foods, which are available to choose at the beginning of a session and are always included in the evening meal. Staff sit and chat with children at snack time, which makes it a positive social occasion. However, there is scope to extend opportunities for children to enhance their independent skills during the routines of the day, such as by serving themselves and pouring drinks at snack time. Children benefit from fresh air and physical activity to support their good health, such as playing with scooters in all weathers. Appropriate risk assessments are carried out daily and safety equipment is used, such as high visibility jackets for walking to the bus stops and for winter play in the dark. As children walk to the club, they talk about road safety. This helps children understand about safe practices. Children demonstrate a good understanding of when they need to wash their hands, such as before eating and do this independently. As a result, healthy lifestyles are very well-promoted.

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

Staff have a comprehensive understanding of the learning and development requirements of the Early Years Foundation Stage. The manager is very well-organised with updated, essential documents, such as, child protection, accident records and records of attendance. The committee and parents are aware of staff's responsibilities towards their children. All policies and procedures are in place, adhered to and readily available. Staff carry out routine and comprehensive risk assessments, including fire procedures and they consistently take suitable steps to keep children safe. All staff have a good knowledge of the safeguarding procedures to follow in the event of any concerns about a child in their care. This includes what signs and symptoms would raise their concerns and who they would report these to, including Ofsted. Robust recruitment and staffing procedures, led by the committee and the manager, ensure staff are suitable to work with children. Therefore, staff are suitably qualified, which results in a strong, effective staff team.

The self-evaluation process helps staff to identify the club's strengths and areas to develop. Staff identify their training needs in response to the needs of children. For example, the manager attends healthy eating training in response to parents' request, via questionnaires, for healthy foods to be provided at mealtimes. The manager has a good understanding of the skills and strengths of staff. Regular discussions and team meetings ensure staff feel valued and appreciated. Staff say they are fully supported by the manager's care and supervision as regular appraisals promote their development. The manager gains a thorough knowledge of the learning and development needs of children. For example, effective staff meetings ensure any gaps in children's progress are identified and support is put in place.

The manager liaises with relevant partners and agencies to support children and their families. For example, the primary school head teacher and the playgroup lead speak highly of the partnerships which they say improve the provision for all children and their families. For example, the school and staff work together to ensure all children have safe journeys to and from the bus stops, the club and the playgroup. Parents value the information shared with the club as a support to their children's care and development at home. For example, the parents' pack they receive at registration, the regular newsletters and the occasional questionnaires. Therefore, partnerships have an effective impact on children's safety, learning and development.

### **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>	206259
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	864118
<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>	30
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Hope Valley Out of School Care Group Committee
<b>Date of previous inspection</b>	24/09/2008
<b>Telephone number</b>	01433 650004

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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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