

Field View Out of School Club

Barton St. Peters C of E Primary School, Marsh Lane, BARTON-UPON-HUMBER, South Humberside, DN18 5HB

Inspection date	26/06/2014
Previous inspection date	07/05/2009

The quality and standards of the early years provision	This inspection:	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

- Children are effectively safeguarded through the club's robust policies and procedures. Staff have a secure knowledge and understanding of child protection issues and procedures, which protects children from potential harm.
- Staff are provided with appropriate appraisals and training, which enables them to be focused on the quality of the provision.
- There is a good partnership established with parents, who confirm their children enjoy attending the club.
- Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance to children. As a result, children's behaviour is good and they play well together.

It is not yet outstanding because

- At times some staff miss opportunities to extend children's learning when engaging in child-initiated or adult-led activities.

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 outdoors.
- The inspector accompanied staff and children on the walk from school.
- The inspector looked at children's assessment records and a range of other documentation including verification of staff qualifications and suitability checks.
- The inspector carried out a joint observation with the practice manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Michelle Drury

Full report

Information about the setting

Field View Out of School Club is part of Field View Day Nursery chain, which owns and manages two privately run provisions. It operates from a large portable building, located within the grounds of Barton St. Peters Church of England Primary School, Barton-upon-Humber, North Lincolnshire. The out of school club is open each weekday, from 7.45am to 9am and 3.30pm until 6pm, term time only. During school holidays, the provision is open between 8am until 6pm. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 36 children on roll. Children who have additional learning needs and/or disabilities are welcomed and supported. All children have access to an enclosed outdoor play area. Children attend from the local community and the surrounding area for a variety of flexible sessions. Seven members of staff, most of whom hold relevant childcare qualifications, work with children. Staff members are also employed at the day care setting, which provides continuity of care for some children. The setting receives support from the Early Years and Best Start Team.

What the setting needs to do to improve further

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

- increase some staff's understanding of how to extend and provide more challenge for children in order to ensure consistently high quality learning experiences, with particular regard to the effective use of questioning techniques.

Inspection judgements

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

Staff have a good understanding of how to support children's needs, by allowing children to lead their own play, while offering experiences that complement the formal learning that takes place at school. Learning experiences are effectively based on the areas of learning and the characteristics of effective learning. Staff create an informal, relaxed environment, which is well resourced and provides children with fun and exciting experiences. Consequently, when children attend the club after a day in school or during their school holidays, they enjoy choosing what activities they would like to do. Physical play is always available, which enables children to exercise and expend energy. Children can also rest or take part in a wide variety of craft activities, making independent choices and pursuing their interests. Staff listen well to children and respond by facilitating their interests and tailoring the activities to best suit their preferences and abilities.

Children initiate their own play and invent games while socialising with friends. For example, as they arrive they enthusiastically talk to each other about what they should

make. They use their imaginations well and show resourcefulness, as they use the crafts to make their own puppet. However, on occasions, some staff missed opportunities to extend children's learning, as they do not always initiate purposeful conversations about what is taking place or ask children open-ended questions to develop their critical thinking and ideas further. However, this makes little impact due to the generally good quality of teaching that supports children's learning well. Staff know that children are naturally inquisitive and like to learn new skills. For example, staff join in with children's crafts motivating and guiding them with learning new techniques. For example, they help children learn how to make elastic band toys, which develops their fine motor skills and understanding of pattern, size and colour. Children who do not wish to participate in activities have access to a quiet area to read books, if they wish to do so.

Children have plenty of access to the outdoors where they benefit from fresh air and exercise. All children enjoy using the outside area and make good use of the climbing apparatus and available space in which to play a range of balls games. Outdoor activities promote children's physical development further by developing their coordination, large muscle control and movements. Staff have good relationships with parents and chat to them daily when they drop off or collect their child. This keeps parents well informed about what activities are available for their child and how these are organised. Parents and children are welcome to suggest ideas, giving them a strong voice and sense of belonging in their club.

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

Staff provide children with a warm, friendly and welcoming environment, which supports their all round development and emotional well-being. The key-person system ensures children form secure attachments and develop strong and positive relationships with their peers and staff. As a result, children are clearly happy, settled, and show confidence in their environment. Staff are sensitive and recognise the individual needs of children, offering additional support and reassurance when required. Transitions into the setting are well supported as staff work closely with parents to share relevant information about children. Parents comment that their children love attending and have lots of fun, as they are involved in a range of activities.

Children develop good self-help skills, such as knowing where and how to get resources they need. Children energetically join in with physical exercise, such as when playing outside. Healthy lifestyles are promoted through healthy options at snack time. They make choices about what they eat and they serve much of the food themselves and clear the table when they have finished eating. Children's safety is a priority at the club and staff support children well with understanding how to be safe. Younger children are helped and supported by older children during play, such as helping them set up games. This fosters a sense of cooperation and responsibility and prepares the younger children for their transition beyond the Early Years Foundation Stage.

Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance to children. As a result, children's behaviour is good and they play well together as they are kind and considerate. Children demonstrate good manners, share and take turns during their play. Staff ask appropriate questions and remind children that their actions have consequences. This ensures children understand the boundaries and expectations of the club. Children receive constant praise and encouragement from staff, which develops their self-esteem and enables them to feel assured. Consequently, children are interested throughout their activities. Children show a good awareness of staying safe as staff encourage them to take appropriate risks. For example, children climb the low-level trees in the outside area and show a good understanding of how to assess and manage risk responsibly. They know that the club rules are in place for their safety, for example, why they must wear fluorescent jackets on the journey from school. Staff work in partnership with parents and the schools to provide a cohesive and consistent approach for children.

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

Staff have a clear understanding of safeguarding children in relation to child protection issues. Staff are very familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. All staff receive regular training on safeguarding and are well aware of their responsibility to report any concerns and significant incidents to Ofsted and/or the Local Safeguarding Children Board. Recent relevant training courses have deepened staff understanding of adults' behaviour towards children. Policies and procedures are shared with parents to ensure they understand the duty of adults to protect children. Children's welfare is promoted, as staff provide them with a safe setting, which is effectively maintained through daily risk assessment and detailed documentation. The security of the premises throughout is robust as locks are fitted at the entrance used by the club and staff use these well to prevent unauthorised access. As the setting does not have its own toilet, staff escort children to the toilets and children know why they must not leave the room without letting a member of staff know. The organisation for collecting children from the school is thorough, as staff plan the journeys very well and fetch children directly from their classrooms to ensure their safety.

Recruitment procedures are effective. This ensures that adults working with children are suitable to do so. The adult to child ratio is well maintained and staff are deployed appropriately to meet the needs of children. Staff at the club work well together and use their knowledge and skills effectively to deliver a varied and stimulating program of activities that supports children's formal learning. They are positive role models to children and consequently children behave well and continue to develop their skills in a happy, harmonious environment. The management team use effective systems to reflect on the quality of provision and care they offer to children. For example, they have regular

meetings to share practice and complete appraisals to identify training needs. They use evaluation forms to develop an improvement plan with clear targets and reviews, which they use well to make ongoing improvements that benefit children.

Staff have strong and effective partnership with parents, as they work together to support children in their learning and development. Parents are kept informed as they receive daily communication providing them with relevant information about their child's time at the setting. Parents are very complimentary and make comments, such as 'staff are friendly and lovely' and 'the setting is brilliant, my child's interests are always listened to.' Parents are included in the setting's evaluation process by completing questionnaires with their feedback. The setting works closely with other professionals and the primary school to ensure children's individual needs are being well supported and met.

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	EY382167
Local authority	North Lincolnshire
Inspection number	821588
Type of 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	Margaret Mary Hepworth
Date of previous inspection	07/05/2009
Telephone number	01652 633500

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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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