

# Hawes Side Out of School Club

Hawes Side Primary School, Pedders Lane, BLACKPOOL, Lancashire, FY4 3HZ

## Inspection date

27/06/2014

Previous inspection date

28/03/2012

## 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

- The quality of teaching is good. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children engage in a good range of interesting and stimulating activities, which meet their individual needs, interests, and contribute to their continued good progress.
- Children settle easily due to close bonds and secure relationships established at the club. They are happy and contented because they are supported well in their play in a safe and secure environment.
- Children are kept safe from harm because staff understand how to manage risks and protect children's health and safety.
- Good partnerships with parents and schools promote continuity in children's care, which supports children's learning and well-being.

### It is not yet outstanding because

- Monitoring of practice does not always fully identify how the good quality of teaching can be further enhanced, so that children reach the very highest levels of attainment.

## **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 arrival time and activities in the indoor and outdoor play areas.
- The inspector spoke to the children, parents and members of staff.
- The inspector reviewed documents including evidence of staff's suitability to work with children and the setting's safeguarding policy.
- The inspector took account the views of parents spoken to on the day of inspection.

## **Inspector**

Cath Palser

## Full report

### Information about the setting

Hawes Side Out of School Club is situated within Hawes Side Primary school on the south shore of Blackpool. It was registered in 2006 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare register. The governing body is the registered provider. The out of school club operates from one main hall with access to associated facilities. They have access to the main school playground, a grassed outdoor play area and a computer suite. The out of school club opens from 8am to 8.50am and 3.30pm until 6pm each week day during term time. There are currently 90 children on roll, of whom 26 is on the Early Years Register. The children attend for a variety of sessions throughout the week. There are seven members of staff who work with the children. Of these, all have appropriate early years qualifications. These include one member of staff who has a qualification at level 2 and six at level 3. A pool of staff is also used from the school.

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

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

- enhance the programme of continuous professional development even further, to take the quality of teaching and children's levels of achievement, to the very highest levels.

## Inspection judgements

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

The club is very welcoming and children settle quickly, as their emotional needs are well met. For example, staff escort children from their classrooms to the setting and are greeted with warmth and enthusiasm. Therefore, children become familiar with the club, and gain confidence with the staff and other children attending. Children's development is supported well because staff have a secure knowledge and understanding of how to promote learning and development, which they use to plan for all children. Staff have high expectations of children, based on accurate assessments and starting points, which they use to plan activities. Information is shared well between the school and parents. This is used to plan individual children's next steps for learning, to complement their time at school. The key-person system is well established, and parents say they are very happy with the information they receive daily about their children's day, and the progress they make. Subsequently, children develop key skills to support their learning, both in school and at home. Staff's understanding of expected levels of development means they are able to work towards narrowing developmental gaps. Subsequently, children make good progress in all areas of learning.

Children are encouraged to express ideas and use their imagination because staff provide

resources for children to play with as they wish. For example, children manipulate different materials to make birds and aeroplanes. Staff give high priority to children's personal and emotional well-being, particularly when considering young children's development needs. As a result, even children who are less confident, and attend less often are making good progress. Children socialise very well as they sit together for their snack, and older children are keen to assist younger ones with their homework. Staff set challenges through activities, and consequently, children develop self-motivation and confidence as they are willing to keep trying. For example, staff ask children if they can skip faster or slower, and estimate how far they can throw a ball. Staff know when to let children carry out their own ideas, and when to intervene, for example, by modelling play and making suggestions to use the equipment outdoors. Children have access to a range of information and communication technology equipment. Staff limit the time they play, to ensure that children's experiences are varied. They communicate and interact with the children well and join in with children's play. Consequently, children are confident to speak about their interests and opinions and thrive as they feel listened to and valued.

Staff provide lots of opportunities for children to be physically active. For example, children enjoy table football and scooting around the large outdoor play area. As a result, children gain good balance and coordination, and key skills to support their learning. Children have access to the trim trail, when safe to do so, to explore and investigate the sensory garden. They experience living things as they observe birds feeding, hunt for insects and grow herbs and plants. Children show characteristics of effective learning as they practise their fine motor skills to make bracelets and other creations with elastic loops. Young children demonstrate their emerging writing skills as they make marks with a range of tools. Staff talk about mathematical concepts during children's play. For example, they calculate how many pieces of track they need, and describe patterns they have created.

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

Children have very good relations with the friendly, caring staff. They invite staff to play table football and use the outdoors resources together. Consequently, children are all seen to enjoy their time at the club. They are encouraged to become independent learners, and manage their own personal needs. Children line up patiently, ready to go outdoors after putting on their coats independently. They pour their own drinks and are offered a choice of nutritious, tasty food, which they help themselves to. Snack time is a social occasion where the children sit comfortably together with the different age groups. Consequently, children gain a sense of belonging and develop good social skills. Staff are very good role models, and establish good expectations of the setting. As a result, children's behaviour is very good. Children share and take turns and show respect to others. They respond quickly to the staff when they are given reminders of the ground rules, which help them to learn to keep themselves safe.

There is a wide range of activities and resources available for children to choose from each day. As a consequence, children show they feel secure and confident in the setting. There are many opportunities for children to initiate their own play. Staff provide a good balance between quieter activities, such as reading and small world play, and more

energetic activities, such as table football and outdoor resources. Staff encourage strong links with the school and parents, and consequently, children are supported well with their care and well-being. Parents speak highly of the information shared daily, and of their children's eagerness to go to the club.

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

Safe recruitment practices ensure staff are suitable to work with children. Management promote a rolling programme of training, which has a positive impact on the provision. For example, staff have a clear understanding of their role in safeguarding children, and as a result, children are protected from harm. However, there is scope to enhance staff's professional development even further, in order to raise the quality of teaching, therefore, children's levels of attainment, to the very highest level. The supervisor understands how to assess and manage risks well, to ensure good hygiene practices. For example, staff identify faulty play equipment and subsequently cordon off the area, to keep children safe. Medical needs are documented and understood by staff, for example, with regards to specific dietary requirements, so children's care needs are well met.

Staff understand their responsibilities to meet the learning and development requirements. They provide good care, and a range of appropriate activities that complement the needs of the different range of children who attend. Staff meetings are held to discuss the children's progress, and plans for their next steps in learning. Therefore, children make good progress from their starting points, with any gaps identified closing quickly. A good key-person system supports partnership with parents, who are kept well informed about their children's progress and achievements. Parental views are sought, and used to help the setting make improvements. For example, parents now receive written invoices for fees. Staff also respond to children's requests to play outdoors and purchase resources, for example, elastic hoops. The new manager has high expectations of staff and is herself, a good role model. She understands the need to self-evaluate practice and has plans for further improvement. The out of school club works well with the school to ensure that they are able to complement children's learning.

### **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>	EY320925
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	878076
<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>	60
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Hawes Primary School Governing Body
<b>Date of previous inspection</b>	28/03/2012
<b>Telephone number</b>	01253 761 403

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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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