

Anlaby Out of School Club

Anlaby County Infant School, First Lane, Anlaby, Hull, North Humberside, HU10 6UE

Inspection date	04/08/2014
Previous inspection date	01/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 teach children to persevere with tasks and encourage them to be highly involved in their learning. This benefits children because it helps them to develop positive attitudes towards learning, so that they are confident to investigate different ways to do things.
- The manager and staff are aware of continually reflecting on their practice and use rigorous risk assessments so that children are safeguarded and kept well protected.
- The club works closely with teachers at children's schools and have formed links with the nearby children's centre. This shows a positive commitment towards working in partnership with other professionals in order to support children's care, learning and development.

It is not yet outstanding because

- Children's views and opinions do not always successfully contribute towards the planning of activities to complement their learning.
- The programme of activities is not always shared effectively with parents to keep them well informed and involved.

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 looked at the areas used by children, indoors and outside.
- The inspector observed activities planned and organised for children, including an outdoor parachute game.
- The inspector looked at a range of documents, including a sample of children's assessment files, policies, procedures, planning information and other records.
- The inspector spoke with children, the owner/manager, her husband who works at the club and parents.
- The inspector checked evidence of the suitability of staff and discussed the manager's plans for improvement and the development of the club since the last inspection.

Inspector

Jackie Phillips

Full report

Information about the setting

Anlaby Out of School Club is privately owned and managed. It opened in 1999 and operates from an extended classroom adjacent to Anlaby County Infant School, Kingston Upon Hull. The owner has a second setting that operates from another school in west Hull. Anlaby Out of School Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend from the local and wider areas. The club is open five days a week, from 7.30am to 9am and 3.20pm to 6pm during school term time, and 7.30am to 6pm during school holidays. Children from other schools in the surrounding area may attend the holiday club. There are currently 65 children on roll. Of these, four are in the early years age range. The club supports children who speak English as an additional language. There are 12 members of staff, including the manager, who work directly with the children. Two staff members are qualified to level 6, eight at level 3, one is qualified to level 2 and there is one unqualified member of staff. The club 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:

- gain the views of children who are new to the holiday club and those that regularly attend the out of school club to complement the activity planning based on the children's interests
- share the programme of activities with parents to help them to be better informed and involved.

Inspection judgements

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

Children are provided with an interesting and challenging range of activities, so that they enjoy their play and their learning is well supported. They show that they enjoy their time at the club by being busy, well occupied, happy and content. The mixed age range of children play very well together and their behaviour is exemplary. Younger children learn from their older friends. For instance, they are encouraged to take part in tidying up after using the toys. This shows that children have the opportunity to learn from each other and, on this occasion, they are introduced to developing a sense of fairness. When the holiday club operates, children from a range of different schools attend. This benefits children, as they learn how to form relationships and mix with children of different ages and backgrounds.

Staff interact and engage with children very well. They play alongside them, suggest new

ideas and games, when appropriate, and encourage children to get involved in lively and interesting discussions. This provides the opportunity for staff to promote children's speech and conversation skills, including those children who speak English as an additional language. Staff encourage children to be active and take part in a varied range of games that requires them to take on physical challenges and engage in energetic exercise. For example, they organise parachute games, football and tennis matches. Staff introduce children to a game with a strong focus on developing their hand and eye coordination. The fun game invites children to concentrate hard by placing a spoon into the neck of a plastic bottle using a fishing technique. Children are provided with good clues by staff to help them to achieve their goal. Staff provide suggestions to help stop the children's rod and line, with the spoon attached to the end, swinging excessively and therefore, avoiding the bottle neck. This helps children to think about the challenge and work out what to do to be successful. Their efforts are praised by staff and other children, which motivates them to have another go and to persevere. This helps children to learn through being active and develops positive attitudes towards finding different ways to do things. These are important skills for children to learn and help to support their school learning. This shows that staff find different and appropriate ways for children to learn through having fun. As a result, children make good progress in their learning.

Staff find out the children's stage of development from them and their parents when they start attending the club. For example, children are actively encouraged to draw and write in their individual books about the personal details they wish to share about themselves, such as information about their family, their preferences and dislikes. This helps staff get to know children quickly and provides them with a good baseline to work from. Friendly and informal relationships are in place with parents so information is exchanged regularly, mainly through face-to-face conversations. This means parents and staff work together to make sure that children's individual needs are known about and shared. Staff are aware of the settings and schools where children receive their main early years experience and build on this during term time and holiday periods by informal teaching through play. They observe children to find out about their interests and to make assessments of any learning needs. However, this information is not always used successfully to complement the children's learning based on their individual interests. New children who only take part in the holiday club and those known by the staff who attend the club during term-time do not always have their views and opinions taken consistently into account. This means they do not always contribute systematically towards the activity plans.

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

Children have the opportunity to play regularly outside and use the school's outdoor areas that the majority of children are familiar with. This supports their confidence, health and well-being. Children are allowed to bring toys and equipment from home and staff help them to understand that, in doing so, they must be prepared to share their personal belongings. This helps children to make decisions and encourages their social skills. The good emphasis on outdoor activities helps children to develop a positive attitude towards exercise as part of a healthy lifestyle. Recently, the children were involved in many activities linked to football as part of the celebration of the 2014 World Cup tournament. This type of activity planning helps to raise children's awareness not only of the sport but

of other countries around the world. Staff plan activities that engage children in a varied range of activities that support their understanding of different cultures. For example, they taste authentic food, such as noodles and prawn crackers as part of the Chinese New Year celebrations, decorate their hands with Mehndi designs and look closely at Rangoli patterns. This helps children to understand the world in which they live and to learn about and empathise with the festivals and cultures of others. Staff are keen to build relationships with parents and support their children who speak English as an additional language.

Children are provided with a comfortable and stimulating environment that helps them to develop a sense of belonging. This is because they have their photographs, craft models and art work displayed. They also have good access to the toys and equipment, so that they can make their own personal choices. Children are confident to ask staff to leave the playroom to go to the toilet or to have a drink and find their named water bottles. When they feel hungry they know that they can look in their lunch boxes, provided by their parents, and eat their fruit. This helps them to understand about choosing healthy options between meals, as opposed to having snacks that are high in sugar, fat or salt content. There are opportunities for children to develop their understanding of how to keep themselves safe. For example, when being introduced to different types of cooking equipment, using the outdoor climbing and balancing apparatus or negotiating the large tyres placed at irregular heights. This provides children with challenges and the option to test out their developing skills and physical capabilities in a safe and supervised environment.

Staff form friendly, warm and trusting relationships with children helping them to feel safe and emotionally secure. They encourage children to be independent, which in turn develops their confidence. Staff respect parents' wishes by offering one-to-one support when necessary to help children to make progress. They provide children with good ideas and clues to help them to think and take responsibility. For example, when encouraging children to make slow and careful movements, staff suggest 'imagine you are a snail or a tortoise'. When struggling with letter-formation, for instance, when writing the lower case letter b, they ask the child to think of a 'stick with a fat tummy'. This way of teaching promotes children's self-motivation to learn so that their confidence is increased and they are emotionally well-prepared as they move towards the next stage in their learning.

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

The manager and her staff have prior experience of dealing with safeguarding issues, so are aware of continually reflecting on their practice and use rigorous risk assessments to ensure children are safe. Staff understand the action to take if they have any concerns about a child's welfare or well-being, including who to report any concerns to. They take part in a rolling programme of safeguarding and first-aid training, as part of their continual professional development. This means they have access to updated information, on a regular basis, to help them to keep children safe and well protected. There is a number of safeguarding guidance documents and contact details of relevant agencies in place for referral. In addition, there is a range of record-keeping routines and written policies and

procedures established to support children's safety and the operation of the club. Staff are secure in their knowledge and understanding of their responsibility towards meeting the safeguarding and welfare requirements of the Early Years Foundation Stage.

The manager works closely alongside a coordinator, who also has responsibility for the day-to-day running of the club. Together they share in the monitoring of children's progress and their development so that they are kept well informed of the stage each child is at and the progress they are making towards the early learning goals. They also monitor the performance of staff and hold meetings to exchange information, analyse staff's working practice and identify their training needs. Staff at the club regularly provide parents with information about their child's progress. However, this is less focused on sharing the details of the programme of activities to ensure that they are kept updated, well informed and fully involved. The club works closely with teachers at children's schools and have formed links with the nearby children's centre where children attend for a monthly music and movement session. This shows a positive commitment towards working in partnership with other colleagues to support children's care, learning and development. This shows that staff understand their responsibilities to meet the requirements of the Early Years Foundation Stage.

Staff make good use of training and their prior experience as indicators to monitor, assess and evaluate the provision for children's safety, care and learning. This shows they are reflective about their practice. Since the last inspection, staff have successfully met the recommendations that were raised. This shows a positive commitment towards developing and improving the provision for children and enhancing staff's professional working practice. During the inspection, conversations held with parents show that they are highly satisfied with the operation of the club and staff's positive and friendly approach to the care and development of their children. Working parents talk about the benefits the club has to offer towards the care of their children during term-time and holiday periods. They say that staff are 'flexible and approachable' with one parent describing the club as being 'fantastic'.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	314573
Local authority	East Riding of Yorkshire
Inspection number	865051
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	65
Name of provider	Vivien Alexander
Date of previous inspection	01/04/2009
Telephone number	07981 933685

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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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