

Goxhill Out of School Club

Goxhill CP School, North End, Goxhill, BARROW-UPON-HUMBER, South Humberside, DN19 7JR

Inspection date	05/09/2014
Previous inspection date	06/03/2014

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

- Children show increasing levels of independence and skill as they benefit from resources and activities that support them to be confident, active learners.
- All practitioners demonstrate a commitment to ongoing training in order to improve outcomes for children.
- The setting provides a stimulating environment where children learn through purposeful play-based learning experiences that prepare them well for school or the next stage of learning.
- All staff have a comprehensive knowledge and understanding of safeguarding which ensures that children are kept safe.
- Behaviour is very good because younger children learn from older children and staff, who act as positive role models.

It is not yet outstanding because

- The setting does not always provide information that gives parents enough time to prepare or become involved in future plans.
- Children's views are not always formally incorporated into the self-evaluation and improvement plans of the setting.

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 activities in the main play area, kitchen and outside.
- The inspector sampled the setting's policies and procedures.
- The inspector took account of parents' and children's comments.
- The inspector discussed practitioners' knowledge and understanding of safeguarding.
- The inspector conducted a joint observation with the supervisor.
- The inspector checked the policy for recruitment and vetting of prospective employees and the qualifications and suitability checks for staff.

Inspector

Karen Tyas

Full report

Information about the setting

The Goxhill Out of School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built, integrated services building within the grounds of Goxhill Primary School, in the rural village of Goxhill near Barrow-upon-Humber, North Lincolnshire. The setting is accessible and is used by children from the surrounding areas, with priority given to children attending the school. Children have access to enclosed outdoor play areas that include the school playground and playing field. The setting is run by a committee and is open weekdays during term time, providing a breakfast club from 7.40am until 8.55am and an after school club from 3.30pm to 6pm. Subject to demand, a holiday playscheme operates from 7.40am until 6pm Monday to Friday, with the exception of bank holidays. There are currently 87 children on roll, 12 of whom are within the early years age range. The setting employs five core staff who regularly work at the setting and three casual members of staff. Of these, the manager holds an appropriate qualification at level 4 and four staff hold appropriate early years qualifications at level 3. The setting 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:

- develop further the partnership with parents so that parents are kept informed about the setting's future plans including proposed activities and outings
- incorporate children's views into formal self-evaluation and improvement plans.

Inspection judgements

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

All practitioners demonstrate effective levels of communication with children across the age ranges. They are enthusiastic and model language to a very good standard. Children are, therefore, encouraged to develop good communication and their literacy skills are further promoted. Practitioners use excellent strategies when enquiring about children's prior knowledge, asking open-ended questions and challenging children's thought processes. This means that children think critically as they explore the broad range of resources and activities. Children of all ages are encouraged to participate in activities, and practitioners explain to children what they are doing and why they are doing it. This means that children feel supported, involved and reassured.

Children are supported to follow their own interests, such as when making clay models. Children are articulate and when asked by a practitioner what clay feels like, they use

descriptive vocabulary well in context. For example, some of the comments made refer to clay as 'cold', 'yucky' and 'squidgy'. Children are invited to guess what clay is made from and older children are asked questions that reflect topics introduced within primary school. This ensures that children feel valued and demonstrates that the practitioner knows them well. Children are enthusiastic to learn through play and the practitioner supports children to formulate a plan to make clay cups and bowls in order to fill them with water to see what might happen. Practitioners demonstrate that they are able to assess children's level of achievement and effectively support each child's ongoing development through purposeful play-based learning experiences. This ensures that all children continue to make good progress in relation to their starting points.

All practitioners implement a strategy for comprehensive and consistent monitoring of children's progress, which allows for identification of additional support needs. Practitioners work closely with other professional agencies and the supervisor is able to demonstrate the importance of sharing and obtaining this information. She is enthusiastic about the benefits that close partnership working generates for the practitioners and children within the setting. This demonstrates a commitment to improving the teaching practices within the setting. Practitioners have suitably high expectations of children. They listen perceptively to what children have to say, observe them continuously and skilfully question children in order to extend learning. Children confidently make independent choices about what they wish to play with as they choose toys and games from the broad range of good quality resources that are readily available. They engage in interesting and challenging experiences as they enthusiastically invent games, create artwork or play outdoors. Children socialise well together and play is cooperative and harmonious. They know each other well and make strong friendships, which helps them to develop an understanding of team work. Older children willingly help younger children, which shows that children fully appreciate each other's differences and needs. These skills and attributes support children to be ready for the next stage in their learning.

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

The setting provides a vibrant and well-resourced environment, both indoors and outdoors. This supports children's all-round development and emotional well-being. The effective key-person system ensures that children are cared for by adults who know them extremely well and care about them. For example, children who are new to the setting are reassured by their key person as they hold hands or play together. Practitioners reassure children about their feelings and talk about life at home and school. This ensures that children of all ages are emotionally secure. Parents comments are very positive. For example, they say that the club is really good because their children play outside when they want to. Some parents reflect on how much their children enjoy using the good resources and equipment on offer and how much these suit the needs and preferences of all the different children. As a result of these positive relationships and activities, children are supported with their development and are emotionally happy during their time within the setting. They enjoy exploring and investigating and develop independence within a supportive environment. Children are busy and actively engaged in play from the start of

the session to the end. They clearly enjoy the activities and resources that interest them. For example, four-year-old children use their imagination as they play dressing up and with model trains.

All ages of children are inquisitive, behave very well and are confident when talking to adults. Children gain an understanding of risk when practitioners give clear messages about boundaries and when they take part in the daily risk assessments within the setting. They talk about their home and school life and play cooperatively together in a warm and friendly environment that offers a rich and broad array of learning opportunities. Children also learn why it is important to have a healthy diet, the need for exercise and are becoming more independent in their personal care, which helps them to be confident and self-motivated. For example, children of all ages are encouraged to wash hands and to feed themselves, help others and listen to instructions. Older children serve younger children at snack time and this helps to provide a very nurturing and caring environment. This means that practitioners support children well to be emotionally prepared for the move to other early years settings, nursery provision or Reception class.

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

Since the last inspection by Ofsted, where the setting received a number of actions to improve, followed by one monitoring visit, the supervisor has implemented effective alterations that have brought about productive change within the setting. She has worked closely with the local authority to devise an improvement plan. Practitioners now benefit because the supervisor ensures she provides opportunities for regular team meetings, training, supervision, mentoring and offers support to all staff. All practitioners have a comprehensive understanding of safeguarding. They successfully recall the signs and symptoms of abuse. They explain the procedure to follow, and who to notify in the event of an allegation being made against a member of staff or if they suspect a child may be suffering from, or likely to suffer from abuse. Staff also identify potential risks within the setting and know how to minimise them. This ensures that all children are effectively safeguarded and feel secure within the setting. The supervisor updated her safeguarding knowledge with recent training, which demonstrates a commitment to safeguard all children and ensure that consistent quality care practices are implemented. The setting provides a noticeboard for parents to contribute any comments or suggestions and the key person is available for parents to talk to when they collect or drop off children. Parents are happy with the setting and say that their children enjoy their time there. However, the setting does not always provide information that gives parents enough time to prepare for or become involved in future plans by being able to contribute their own ideas.

The setting now has a robust recruitment and vetting procedure in place, which assures children's welfare. The supervisor has devised a comprehensive interview system and reference checks which ensures the suitability of potential employees. The setting maintains links with other childcare providers to ensure information regarding children's monitoring of progress and next steps of learning is obtained and shared. This supports

practitioners' understanding of children's level of achievement so they can more effectively support each child's ongoing development through purposeful play-based learning experiences. Practitioners are monitored through regular supervisions and appraisals in order to ensure that practice is of good quality and continues to be enhanced. As a result, practitioners receive effective coaching, monitoring and specific training so that their skills and knowledge is continually enriched. The supervisor has used comments from practitioners and parents to inform the setting's improvement plan. However, children's views are generally used to inform day-to-day activities and not always incorporated into the self-evaluation of the provision in order to improve long term developments or practice. All key practitioners have current food-hygiene and first-aid certificates, which ensures children's safety and welfare. The adjoining primary school provides training when available, which ensures a cohesive approach across both settings and demonstrates the effectiveness of external partnerships.

Partnerships with parents and with the school are firmly embedded and contribute well to the quality of learning that children receive. This is because good quality information is shared and used consistently by staff, parents and teachers to ensure that children receive continuity in their learning. Staff who also work in the school share their knowledge of children well with others so that children's full experiences are taken into account when planning activities. Staff work well in partnership with the local authority to improve the quality of the service they provide and they know to work with specialised professionals if they have children attending who have special educational needs.

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
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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	EY291170
Local authority	North Lincolnshire
Inspection number	965580
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	87
Name of provider	Goxhill Out of School Club. Committee
Date of previous inspection	06/03/2014
Telephone number	01469 530743

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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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