

The Endsleigh Out of School Club

1 Salisbury Hall, Park Road, Hull, HU3 1TD

Inspection date

12/11/2014

Previous inspection date

07/01/2009

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 provide a welcoming and homely environment for children. Consequently, children settle well and are comfortable in their surroundings.
- Children enjoy their time at the club because they are able to choose what activities they want to take part in and follow their interests.
- Staff work well together as a team and provide a safe and secure environment for children to play and learn. This means children are supported well and kept free from harm at all times.
- Children behave well because they are fully involved in drawing up the rules for the club. As a result, they play cooperatively and respect their surroundings and one another.
- Partnerships with parents are strong, which promotes effective communication and sharing of information about children's individual needs.

It is not yet outstanding because

- Arrangements for sharing information and partnership working with some schools has not been fully implemented to enhance the support for children's skills in school.

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 had a tour of the premises and observed children and staff in the playrooms.
- The inspector met with the one of the manager/owners and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of the suitability and the qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of planning documents, policies and children's records.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

The Endsleigh Out of School Club was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed and operates from four rooms on the third floor of a converted building situated to the west of Kingston upon Hull city centre. Access is via two flights of stairs. There is no outdoor area at the premises but the club makes use of the local park for outdoor play opportunities. The club employs three members of child care staff, all of whom hold appropriate play work qualifications at level 3. Opening hours are Monday to Friday, from 3pm until 6pm, during term time, and from 8am until 6pm, during the school holidays. There are currently 28 children on roll, four of whom are in the early years age group and attend for a variety of sessions.

What the setting needs to do to improve further

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

- strengthen arrangements for information sharing and partnership working with all schools the club serves, in order to enhance the support for children's skills in school.

Inspection judgements

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

Children enjoy their time in the club. They are able to choose from a good range of activities, which means they can follow their interests and shape their own play and learning. Staff know children well because they spend time with them during activities, promote conversation with them and listen to their ideas and suggestions. This supports children to be confident communicators. Children enjoy staff's positive interaction with them and feel confident in their care. As a result, children ask for guidance when needed, such as when they need help to complete their ideas during craft activities.

Staff successfully support children's learning in a relaxed manner. They provide a well organised and welcoming environment that offers a good range of resources. For example, staff designate one room as a quiet area. Children can sit quietly on comfy sofas and read or watch a film, if they are tired and want to relax after their day at school. Another room is set up with resources that promote imaginative play and children enjoy using cars on a pretend road way and resources, such as a work bench and pretend tools. A planned activity, such as using craft resources to create pictures and cards, is offered at each session which children can take part in if they wish. This successfully meets the needs of children who prefer to have more structure to their play. Seasonal activities are also offered, such as pumpkin carving and apple bobbing, to link into celebrations for Halloween. Visits are provided during the school holidays to venues, such as local

museums and the seaside. All these activities successfully broaden and enrich children's learning.

Children's parents are welcomed. Parents are provided with daily feedback about how their child has been during the session and the activities they have enjoyed. In turn, parents keep staff informed about children's individual needs and any concerns, such as children not settling as well as they normally do when dropped off at school. Children have daily opportunities to get involved in active play to support their physical development. For example, children use a designated room for physical play activities where they use equipment, such as balls and hoops. Children are also taken to the local park on some occasions to use large play equipment, to further help them develop their coordination.

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

Children settle quickly. They visit first with their parents to meet the staff and become familiar with the environment. This also provides good opportunities for parents to discuss their child's individual needs and interests. When the placement begins new children are paired up with an older child who is on hand to help with getting to know the club's routines and where resources are kept. This helps children to feel safe and have a sense of belonging, which effectively promotes their emotional well-being. Children are allocated a key person who monitors their well-being and development and all staff make sure they get to know all children well. This promotes a homely environment. As a result, children are confident to approach staff and to ask for items they want.

Children behave well because they know what is expected of them. This is because they help to draw up the rules for working together. Consequently, children know that they can only run in the physical playroom and not in areas designated for quiet activities. They also know to stay sitting at the table until they have finished eating. Children's self-portraits and the date of their birthday is displayed, which shows all children are welcomed and valued, further promoting their emotional well-being. High priority is given by staff towards teaching children about keeping themselves safe. For example, staff provide high visibility tabards for children to wear when they walk from school to be transported in the mini bus, so children can be seen easily. They also teach children to walk in twos to the mini bus, pairing younger children with an older child. This helps keep young children safe and gives older children a sense of responsibility.

Staff promote children's good health very successfully. They make sure children eat well by providing a range of healthy options they can choose from for their sandwich filling at snacktime. They provide children with more substantial items in cold weather, such as soup and beans on toast. Juice, water and cups are readily available, so children can help themselves to a drink when they are thirsty. Staff make sure children follow good hygiene procedures in their personal care by reminding them to wash their hands before they sit down to eat and after going to the toilet. Children have space to rest if they want and staff make sure children are comfortable as they do so, such as by providing a blanket for them to snuggle under. Staff are vigilant in their supervision of children and regularly check that those children who are involved in quieter activities or who are resting are

happy and settled. Staff speak to parents on collection and share relevant information about children's well-being, such as when their child appears tired or has not eaten much at snacktime. This contributes to children's individual needs being met consistently.

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

The managers and staff work cohesively together to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are met. They have all completed training in safeguarding and are confident in recognising the possible indicators of abuse or neglect and know to whom they should report any concerns about a child's welfare to. Effective recruitment and vetting arrangements are in place as are arrangements for monitoring staff's ongoing performance. For example, management carry out regular supervision sessions for staff, which provides opportunities to discuss children's care and learning and ensures core training with regard to first aid, food hygiene and safeguarding is kept up to date. These sessions also enable staff and management to identify any additional training needs. Staff carry out regular risk assessments on the premises and for outings and successfully minimise any hazards. The premises are secure, with access managed by a buzzer and intercom system. The identity of visitors is checked and other users do not have access to areas used by the club until the last child leaves. This means children are kept safe and well protected.

Systems are in place to monitor the quality of the service and there is a suitable commitment to improving this. For example, management has addressed the recommendations for improvement raised at the last inspection and staff continually evaluate the activities they offer, to ensure these meet children's interests and enhance their learning. Staff are able to express their views of the service at supervision sessions and children are consulted before new resources are purchased, to ensure these meet their interests. Plans are in place as to how the service will be taken forward.

Parents are fully informed about how the club operates. For example, managers go through all the policies and procedures with parents before their child starts to attend and parents are provided with ongoing information through displays, letters and daily discussion. Parents state that their children enjoy attending and that they are pleased with the way they have settled. Arrangements for information sharing and partnership working, however, are not fully embedded with all schools that the club serves to enhance support for children's skills in school.

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	EY374294
Local authority	Kingston upon Hull
Inspection number	858237
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	28
Name of provider	Endsleigh Out Of School Club Partnership
Date of previous inspection	07/01/2009
Telephone number	07894532217

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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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Piccadilly Gate
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