

Head On In Kids Club

Inmans County Primary School, Inmans Road, Hedon, North Humberside, HU12 8NL

Inspection date	22/12/2014
Previous inspection date	21/11/2011

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 have a good knowledge and understanding of safeguarding procedures. They have completed recent safeguarding training, they know the signs and symptoms of abuse and who to obtain advice and support from. As a result, children are protected from harm.
- Children are very happy and enjoy their time in the setting. They behave well and have formed secure relationships with their peers and very good attachments to staff. This means that their emotional well-being is effectively promoted by caring staff who respond well to their individual needs.
- Partnerships with parents, local schools and other professionals are successfully established. Information is shared regularly, so that children are provided with good continuity in their care and learning.
- Staff are led and managed well. The whole staff team meet daily so that they are fully informed and well prepared so that they can meet children's individual needs. As a result, very good consistent care is provided for all children.

It is not yet outstanding because

- Occasionally, staff do not respond to children's changing interests and provide resources to maximise children's exploration and fully develop their ideas.
- Opportunities to further develop children's independence and take responsibility are sometimes missed.

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 playrooms and the outdoor play area.
- The inspector spoke with the children, the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers through their written feedback.
- The inspector held a meeting with the manager and looked at a range of documentation including evidence of the suitability and the qualifications of staff working with the children.
- The inspector carried out a joint observation with the manager.

Inspector

Jill Roberts

Full report

Information about the setting

The Head On In Kids Club was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built building in the grounds of Inmans County Primary school in Hedon, on the outskirts of Hull. It is operated by a management committee and serves children from local schools and surrounding areas. There is shared access to a secure enclosed outdoor play area. There are currently eight staff working directly with children, four of whom hold an appropriate early years qualification at level 2 and above. The setting opens Monday to Friday, from 7.30am to 9am and from 3.30am to 6pm term time only. The holiday club operates during school holidays from 7.30am to 6pm, weekdays only. Children attend for a variety of sessions. There are currently 103 children on roll, 14 of whom are in the early years age group. 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:

- maximise opportunities to fully develop children's exploration and investigation skills by responding to children's emerging interests and play ideas

- extend opportunities for children to further develop their independence and take responsibility, such as during snacktimes and meal times.

Inspection judgements

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

Children clearly enjoy their time in the setting. They form very good relationships with staff and the other children who attend. Staff have a good knowledge and understanding about what children are learning at school. Activities that staff plan are suitable to their age and stage of development, and as a result of this, teaching is good. Occasionally, staff do not respond to children's changing interests and provide resources to maximise children's exploration and fully develop their ideas, such as making dens. Staff collect detailed information about the children's abilities during the settling-in period from parents and children. This helps them to provide an environment which supports all children. Staff also identify when children are experiencing difficulties. They sensitively liaise with school teachers and parents to plan how to best support children. This shared approach enables them to fully support children's learning and all-round development.

Children learn to share when playing games with the staff and friends. They work together well as they make their Christmas biscuits, sharing the rolling pins and cutters. Staff are close by and they interact well with children answering their questions. Staff commentate

on what they are doing and give children clear instructions when rolling out their dough. Children are encouraged to talk and ask questions developing their communication, language and other key skills needed for the next stages of their learning. The setting provides a warm, welcoming environment for children and their parents. Relationships with parents are good. They receive detailed information about the setting when children start. Staff share information with parents about activities and children's learning in school and in the setting through their daily discussions. Parents say that their children enjoy kids club and that it is a great place for their children to come, where they know they are safe and staff take great care of them.

Children are able to make decisions as they play and take part in activities. They are enthusiastic and motivated in their play and activities. This is because resources that meet their interests are available for self-selection. Activities support children's progress across all areas of learning. Children are eager to play games of snooker and table football, which require them to develop good hand-and-eye coordination. Children enjoy access to the outdoor area where they use large climbing equipment and play football with their friends. Role-play activities support children's interests as they re-enact home play. Routines are well established and children follow these well. As a result, children are confident and settled.

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

Children have formed secure relationships with their peers and very good attachments to staff. Children know who their key person is. This is because transition arrangements are good. Staff observe children closely when they start in the setting and decide who the best person would be to be key person for each child. Transition meetings ensure that staff have all the information that they need to ensure children settle quickly and that their well-being is met. There is a lovely family atmosphere as older and younger children play alongside each other. Children's emotional well-being is effectively promoted by caring staff who respond well to their individual needs. Staff are deployed well and children are effectively supervised. They give clear advice and instructions on how to use equipment and resources safely. Staff take appropriate precautions to ensure that the environment is safe for children. They carry out risk assessments to ensure that hazards in the environment, or during activities, are identified and minimised. Children learn about road safety as they walk to and from school following safe routes and wearing fluorescent jackets. Staff are deployed well so that key people accompany children on these journeys. This ensures consistency for children as staff develop close working relationships with teachers. Messages are passed on and accidents, in school and in the setting, are recorded and reported to parents. All staff have first-aid qualifications. This means that they can fully deal with any emergency or accident and promote children's well-being and physical safety at all times.

Staff are good role models. They speak respectfully to each other and to children. They model and remind children to use good manners. Children know what is expected of them and as a result, they behave well. Children talk confidently about their healthy lunches and new foods that they are going to try. They understand and follow good personal hygiene routines, as they wash their hands before they eat. Snacktimes and mealtimes are a

sociable occasion where children are eager to sit together, eat and chat with their friends. However, staff do not always take opportunities at these times to further develop children's independence and allow them to take responsibility, for example, by enabling the children to tidy away the resources or by helping to prepare the snack.

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

Staff have a good knowledge and understanding of safeguarding procedures. They have completed recent safeguarding training, they know the signs and symptoms of abuse and who to obtain advice and support from. Recruitment procedures mean that staff are checked for their suitability to work with children. Further safety measures are in place. The outdoor area is secure. The door to the main building is locked and a bell alerts staff to the arrival of a child, parent or visitor. Children and visitors are signed in and out of the setting. As a result of these safety measures, children are protected from harm.

Staff are led and managed well. The whole staff team meet daily, so that they are fully informed and well prepared to meet children's individual needs. These meetings provide good opportunities to discuss any concerns or issues that have been raised. As a result, very good consistent care is provided for all children. Staff continue to attend additional training courses to update their knowledge and skills. For example, all staff have completed refresher local authority safeguarding training. As a result, children's safety is promoted well. Staff also keep up to date through regular supervision meetings with the manager. This provides an opportunity to discuss professional development, discuss any concerns and reflect on what is going well in the setting and how improvements can be made. This means that staff are able to continue to develop their skills and knowledge and improve the outcomes for children. The manager and staff evaluate the provision taking into account the views of children and parents. They know what their strengths and areas for development are. They use staff meetings to discuss their priorities for improvement. The staff team monitor and review the educational programmes to ensure that they are providing exciting provision and meeting children's needs.

Partnerships with parents, local schools and other professionals are successfully established. The manager is proactive in seeking advice from the local authority adviser and other professionals when needed. She has established very good links with the schools that children attend. Information is shared regularly, so that children are provided with good continuity in their care and learning. The primary feeder school's headteacher is on the management committee. The local childminding group uses the setting's facilities, which provides a good opportunity to meet, share information and work together to support children's progress and development.

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	314644
Local authority	East Riding of Yorkshire
Inspection number	868246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	34
Number of children on roll	103
Name of provider	Head On In Kids Club Committee
Date of previous inspection	21/11/2011
Telephone number	01482 896432

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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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