

Haydn Road After School Club (HOSCA)

Haydn Primary School, Haydn Road, SHERWOOD, Nottingham, NG5 2JU

Inspection date	14/01/2015
Previous inspection date	12/01/2010

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

- Staff use good teaching strategies to encourage children to learn through play. Staff provide a wide range of activities based on children's interests and learning needs. Consequently, children are well-motivated and make good progress in their learning.
- Staff create a relaxed, secure environment. Relationships between children and the caring staff team are strong. Consequently, children are happy and settled in the club and feedback from parents is very positive.
- Children's opinions are sought on a range of matters that affect them. As a result, children are confident and develop a strong feeling of ownership for the club. This promotes their emotional well-being.
- Management and the staff team have a good understanding of how to effectively safeguard children. They implement the club's policies consistently. This effectively promotes children's welfare.

It is not yet outstanding because

- Children's creative thinking skills are not maximised as they are not all able to routinely access a wide range of natural and open-ended resources, to extend their ideas.
- There is scope to improve children's developing independence skills, particularly during snack-times.

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 play areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Haydn Road After School Club (HOSCA) was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a porta-cabin within the grounds of Haydn Primary School, in the Sherwood area of Nottingham and is managed by committee. The club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The club employs nine members of childcare staff. Of these, one holds an early years qualification at level 6, two members of staff have a level 3 qualification and a further two have a level 2 qualification. The club opens Monday to Friday. During school term times, sessions are from 7.30am until 9am and 3.30pm until 6.00pm. During the holidays, the club is open from 7.30am until 6.00pm. Children attend for a variety of sessions. There are currently 25 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- ensure that all children are able to access a range of natural, open-ended materials to help them work together creatively to further develop their ideas
- enhance opportunities for children to further develop their independence skills, for example, by buttering their own toast, making their own sandwiches and serving themselves.

Inspection judgements

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

Staff gather detailed information from parents and the school before children start, to help promote their care and development, and keep them safe. They ensure that they know the children very well and they communicate information effectively as a staff team. Staff ensure that they provide experiences that meet children's individual needs and interests. They join in playfully with children's activities, while also modelling good behaviour. For example, staff know when to intervene, with reminders to share and take turns, when children are enthusiastically building dens from large, interlocking plastic squares and netting. However, staff have not fully considered how to promote children's independence by helping children self-regulate their time when taking part in the most popular activities, for example, by using timers. Similarly, at snack-times, children do not develop their self-care skills to the full. For example, they do not serve themselves or prepare their own snack. Therefore, children's independence skills are not maximised. Staff provide activities that engage children and challenge them. For example, when making a dough mixture, staff ask children to measure out and count the ingredients, which helps children to

concentrate and develop their skills. Children interact positively with each other and with the staff. As a result, children develop their social skills and this complements their learning in school.

Staff effectively employ a range of good teaching strategies to promote children's learning and development. They skilfully use open-ended questions to encourage children's thinking skills. For example, staff ask children how they can strengthen the corners of their den, to ensure it is sturdy. As a result, children are confident communicators, as they excitedly share ideas to extend their play. Staff encourage all children to participate in the club's planning. They consult children about decisions that affect them and, as a result, children have a strong sense of ownership for the club. For example, children vote for their favourite choices, from a selection of healthy options for snacks. The club has a wide variety of resources indoors, including opportunities for children to be physically active. However, staff do not consistently provide children with a wide range of natural, open-ended resources for creative activities. This means that opportunities for all children to further develop their creativity and imagination are not fully maximised. Children also enjoy spending time outdoors, for example, they delight in using torches to explore the enclosed, outdoor play area.

Staff keep parents informed about the activities that their children have enjoyed at the club. They communicate with parents on a regular basis, both verbally and through newsletters and displays. This ensures that any concerns or issues are promptly shared, promoting continuity in children's care and learning.

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

Children are settled and secure in the club. They arrive after school with staff they are familiar with. Staff talk to teachers at the school and pass on any information to parents. This helps to make the move from school to the club very easy for children. Children are allocated a key person when they start who helps them to settle and become familiar with the routine of the club. This helps children to feel happy and emotionally secure. Younger children play in both small and large groups and enjoy the company of older children, particularly at mealtimes. Children tell their parents and visitors that they enjoy attending the club.

The environment is organised well to enable children to explore and investigate. The main room used by the group is welcoming and safely set out in clear learning areas. The resources and play opportunities provided are appropriate and support children well. As a result, children enjoy a very pleasant environment, which supports their well-being. Children's behaviour is good within the club. Staff use consistently applied strategies and provide clear guidance. As a result, children behave well, demonstrating an understanding of the set boundaries and expectations within the group. All staff members are positive role models and take time to praise children when they show kindness to others.

Staff support children's understanding of safety issues, such as fire safety, through practising regular fire evacuation drills. Children learn to keep themselves safe through practical daily routines and staff guidance. Staff encourage them to express their views

and make choices. This contributes to children developing good levels of self-esteem as they know that their opinions are valued. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy a range of healthy snacks, such as, pitta sandwiches, salad, toast and fruit. There are good opportunities for children to become active using the outdoor area and equipment. Consequently, children's good health is well promoted.

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

The management and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Comprehensive, regularly reviewed policies and procedures are made accessible to parents. This helps to ensure that parents know how the club operates. The building is secure and checks are made on everyone entering the building. The staff team ensures that children are supervised at all times, which contributes to promoting children's welfare. Children are effectively safeguarded because all staff are aware of how to respond to safeguarding issues and understand the appropriate action to take in support of the children in their care. This contributes to keeping children safe and secure. Appropriate arrangements are in place for the safe use of mobile phones and cameras. All accidents, incidents and safeguarding concerns are recorded and reviewed. Fire drills are practised regularly and children are reminded about health and safety procedures. Staff update their qualifications in first aid regularly. This helps to ensure that children are safe and protected. Recruitment procedures are robust. Management ensure that all staff are vetted and suitable to work with children. There are good links in place with the school staff to ensure the security of the children. For example, the youngest children are escorted to and from their classroom by the staff from the club. This procedure ensures that appropriate information regarding children's well-being is exchanged on a daily basis.

The managers and staff team are strongly committed to providing children with good quality care and learning. They consider activities that complement children's learning at school and are dedicated to continuous improvement. This is evident in their self-evaluation process, which involves the whole team and takes account of the views of children, parents and other partners. All staff take part in annual performance appraisals and have regular supervision, which ensures that the quality of teaching is monitored and under-performance is tackled effectively. Management and staff use regular staff meetings to reflect upon the quality of the club and identify any training needs, or other actions. As a result, staff benefit from appropriate training that helps them to meet the club's priorities for improvement. This impacts positively on the development of care, learning and support for children.

Partnerships with parents are very strong. Parents' views are gathered through questionnaires, and their responses are analysed and evaluated. This information helps the staff to further improve the service. A wide range of helpful information is displayed on the notice boards. This helps to keep parents fully informed of future events and the club's planning. Parents praise the quality of service offered by the club, in particular the care and support given to their children right from the start.

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	254532
Local authority	Nottingham City
Inspection number	876544
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	25
Name of provider	Haydn Road After School Club Committee
Date of previous inspection	12/01/2010
Telephone number	0115 9857414

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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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