

Springfield Out of School Club



Springwood Community Bungalow, Springwood Crescent, Grimsby, North East
Lincolnshire, DN33 3HG

Inspection date

19 May 2015

Previous inspection date

17 August 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's individual needs are exceptionally well planned for, and met, because staff have established strong partnerships with parents and the local school. They regularly gather and share information about children's progress. This means that staff are able to enhance and complement children's current learning experiences and effectively support the next stage in their learning.
- Children are given good support and opportunities to develop their independence and team-working skills.
- Children develop strong relationships with each other and staff. As a result, children settle-in quickly, enjoy their time at the club and are emotionally supported as they confidently move between school and the club setting.
- The staff team work very well together. This results in staff providing a relaxed and innovative learning environment where each child is valued.
- Staff's safeguarding knowledge, together with exemplary welfare policies and procedures, ensure that children are safe and protected from harm while at the club.
- Parents are very happy with the service provided. They praise the range of activities, which they feel complements their child's time at school and are kept well informed through meaningful communication.

It is not yet outstanding because:

- The written codes of behaviour displayed in the different rooms do not accurately reflect the behaviour that is expected of children by staff.

What the setting needs to do to improve further

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

- ensure that the written codes of behaviour displayed in the different rooms are in line with staff expectations of behaviour, so that children have consistent messages about what behaviour is expected.

Inspection activities

- The inspector observed play and learning opportunities for the children and spoke to staff members and children when appropriate.
- The inspector viewed all parts of the club accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Estella Champion

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

The staff at the club are well qualified, which enables them to support children very effectively to learn and develop through meaningful, enjoyable and exciting play. Staff listen and respond to children's interests, which ensures that children show high motivation and involvement in their play. For example, a small group of children decide they would like to build dens. Staff respond to this by providing a range of sheets, blankets and other open-ended resources, which effectively support children with their den building. Staff give children the space and time to develop their own ideas in play, yet they also sensitively intervene with suggestions and support, in order to challenge children and take their learning even further. Staff and children share ideas during highly effective weekly planning meetings. The meetings give children an opportunity to work with the skilled staff to plan future play experiences of a consistently high quality. The highly effective individual key-person system ensures that all children have their needs very well met. The individual key-person system is exemplary in ensuring continuity and support for children who have special educational needs and/or disabilities. Consequently, all children are receiving the support they need to make good progress.

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

Children have good relationships with staff and readily turn to them for support or help. Staff are good role models. They speak calmly to children and interact with them in a positive way, reminding and supporting children to play well together. However, the written rules for behaviour that are displayed in the rooms do not always reflect the expectations of the staff. Consequently, children are not fully supported to learn consistent messages about what behaviour is expected. Staff promote good hygiene routines, for example, they remind children to wash their hands before eating. Children's independence is supported very well. For instance, they enjoy taking a turn to be 'snack helper', taking food orders and helping staff to prepare snacks in the kitchen. Staff provide a well resourced and child-friendly environment. The secure outdoor play area, provides play opportunities which contribute to children's physical development and health.

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

The manager has a clear understanding of his responsibilities to meet the requirements of the Early Years Foundation Stage. Staff, children and their parents/carers are invited and encouraged to give feedback and make suggestions for improvement. The manager's effective self-evaluation and development plans have supported him to address the recommendations raised at the last inspection and give a clear focus on making meaningful improvement. Staff appraisals are effective and the manager ensures that all staff receive the training they need to be able to fulfil their roles. For example, an unqualified member of staff has been supported to achieve a relevant qualification at level 3. The manager has also developed links with other out of school clubs in the area. These links help staff share and reflect on good practice and strive for improvement.

Setting details

Unique reference number	EY277617
Local authority	North East Lincolnshire
Inspection number	860968
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	81
Name of provider	Ouch Pouch (Childcare) Limited
Date of previous inspection	17 August 2011
Telephone number	07952 143085

Springfield Out of School Club was registered in 2003. The club employs three members of childcare staff. All staff hold relevant qualifications. One staff member holds a qualification at level 3, one staff member holds a qualification at level 4 and one staff member holds a qualification at level 5. The club opens five days a week, all year round. Sessions are from 8am until 6pm, during school holidays and from 8am to 9am and 3.30pm to 6pm during term time.

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