

# Pips Out of School Club

Applegarth Primary School, Upwell Road, Northallerton, North Yorkshire, DL7 8QF



## Inspection date

5 June 2015

Previous inspection date

27 April 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The safeguarding policy is out of date and staff do not know the procedures to follow if an allegation is made against them.
- Staff do not always reflect fully on the purpose and potential learning outcomes of everyday routines, such as snack times.
- Staff's interactions with children are variable. Staff do not always make use of opportunities, particularly in adult-led activities, to encourage children to talk and think critically about their own creations.

### It has the following strengths

- Staff provide a wide range of activities, experiences and opportunities, which support children to develop the skills they require to learn effectively in school.
- Partnerships with parents are well established and effective. Parents are kept well informed and are complimentary about the care their children receive after school.
- Staff are friendly and supportive; children form secure attachments with their key person. As a result, children's emotional well-being is supported and they continue to develop confidence and self-esteem.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- update the club's safeguarding policy in line with both national and local guidelines, and ensure that all staff are trained to understand and implement the procedures to follow if an allegation is made against them.

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

- improve the organisation of everyday routines, such as snack times, to focus more precisely on promoting children's use of language and strengthening their wider knowledge of the world
- improve the quality of interaction between staff and children during activities, for example, by encouraging children to talk about their own ideas and designs, to enable them to solve problems and think more critically.

### To meet the requirements of the Childcare Register the provider must:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register).

## Inspection activities

- The inspector observed children's activities in the main playroom and toileting area.
- The inspector carried out a joint observation with the acting manager.
- The inspector held a meeting with the acting manager and spoke to staff and children throughout the inspection, when appropriate.
- The inspector discussed a range of policies and procedures and the use of learning journals with the deputy manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, and discussed the club's self-evaluation.
- The inspector took account of the views of parents spoken to during the inspection.

## Inspector

Lois Wiseman

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Children thoroughly enjoy the time they spend in the club. They explore a wide range of resources and equipment, which are well organised and easily accessible. Staff know the children well and plan activities based on their known interests. Children become engrossed as they make model garages and enjoy sprinkling cress seeds onto cotton wool. In adult-led activities, however, staff's interactions are inconsistent. For example, staff do not encourage children to talk about their designs for the cress heads, or about how they might solve problems when using some of the craft materials. Staff complete learning journals for their key children, providing an account of the activities and experiences offered. Close working relationships with parents mean that children's care needs and achievements are shared, enabling parents to understand how the club supports their children's learning. Staff liaise well with staff at the school to learn what topics are being covered, helping to support children further.

### **The contribution of the early years provision to the well-being of children requires improvement**

Due to a weakness in leadership and management, children's safety and well-being are potentially compromised. The key-person system works well, enabling staff to understand children's care needs and interests. Staff and school teachers talk daily, supporting children's physical and emotional well-being. The play environments are clean and secure, helping children to explore their surroundings safely. Children enjoy physical play outside and manage their own risks. Staff encourage children to wash their hands before eating, helping to develop their self-help skills and independence. Staff offer healthy snacks and drinks, promoting children's good health and well-being. However, opportunities to talk about where the food comes from or how it is produced, for example, are missed. Staff promote good manners and children behave well. As a result, children develop positive attitudes and key skills, complementing their learning in school.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Managers understand the requirements of the Early Years Foundation Stage. Staff know what to do if they think a child is being harmed. However, the out-of-date safeguarding policy does not reflect current procedures, for example, when dealing with allegations made against staff. Managers fail to ensure that these are clearly understood by staff. This includes those who are responsible for the club and children in the managers' absence. Other areas of staff support, such as induction and supervision are more effective. Managers support staff to attend relevant training courses and update their learning to improve their work. Managers and staff evaluate activities regularly, helping to plan new experiences for all children. Children's views are welcomed, valued and respected. All staff aim to improve their practice, using parents' comments and feedback to make changes to the provision. Parents say that their children are very happy to attend the club and comment on how much progress they have made.

## Setting details

<b>Unique reference number</b>	EY294431
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	856406
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	92
<b>Name of provider</b>	Pips Out Of School Club Committee
<b>Date of previous inspection</b>	27 April 2010
<b>Telephone number</b>	01609 773521

Pips Out of School Club was registered in 2004 and operates from a room within Applegarth Primary School in Northallerton, North Yorkshire. The club employs nine members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two at level 4, and three at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.45am until 9am and from 3.15pm until 6pm.

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