

# Hayfield Fun Club

Hayfield Primary School, Swallow House Lane, Hayfield, High Peak, Derbyshire,  
SK22 2HB



<b>Inspection date</b>	11 June 2015
Previous inspection date	25 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are very enthusiastic about attending the club. They chat to practitioners when being collect them from their classrooms and show they feel secure and happy. They then settle quickly into the activities and games on offer.
- Partnerships with parents are strong. Information is exchanged when children are brought to the breakfast club and collected from the after school session. Practitioners know children and their families well. They initiate conversations with children about people and events at home. This promotes children's communication and language.
- Partnership with the school is good. Information is exchanged that safeguards children's well-being. For example, if a child has an accident at school, parents are informed by telephone and an accident record form is given to the club.
- Resources are of good quality and meet the needs of the children who attend the club. The activities are varied. Children can choose to rest and play quietly, or take part in more energetic pursuits, such as football and tennis.
- The parent committee takes active steps to gather the views of parents and children about the club. For example, they conduct an annual online survey and collate the responses from parents. They take account of the outcomes of the survey when they set priorities for improving the club.

### It is not yet outstanding because:

- Children do not yet always demonstrate the very highest levels of self-control when they play together. This occasionally, leads to disputes between children when they participate in games and activities.
- The regular appraisal of individual practitioners' performance does not yet lead to specific and measurable targets that promote continuous improvement to their practice.

## What the setting needs to do to improve further

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

- devise even better ways to promote children's positive behaviour, in order that children learn how to resolve disputes that arise and show increasing levels of self-control as they grow
- develop further the systems for assessing practitioners' performance, so that each practitioner works towards specific and measurable targets, in order to continually improve the quality of their interactions with children.

### Inspection activities

- The inspector toured the out-of-school club.
- The inspector observed activities in the playroom and outdoors.
- The inspector met with the manager and the provider.
- The inspector looked at a range of documents.
- The inspector checked evidence of the suitability and the qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers, including those spoken to on the day.

**Inspector**  
Susan King

## Inspection findings

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

Practitioners understand how children learn. They plan activities that interest the children. Children are eager to join in and they achieve well. The practitioners' knowledge of the learning and development requirements enables them to complement what the youngest children learn in school. For example, an adult-led craft activity includes the counting and threading of five beads. The practitioner skilfully prompts the children to count how many beads they have already threaded, then they calculate how many more they still need. This successfully promotes young children's understanding of words that describe counting and addition. Children write their names on their models. When younger children hesitate, practitioners are supportive. They remind young children of the sounds and letters in their names. This promotes children's early literacy and boosts their self-esteem. Children enjoy being creative. They design and make models using their own ideas. Practitioners talk with children about their models. They help children to solve design and construction problems and to use tools, such as scissors, safely and correctly.

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

Practitioners are friendly and good role models. They join in with play activities and form good relationships with the children. They teach children rules and boundaries for their behaviour. However, not all children follow the rules for behaviour. Consequently, games and activities are occasionally interrupted by inappropriate behaviour when children are not directly supervised by adults. Children eat healthy snacks at the club. This encourages them to make healthy choices in their diet. Children learn to keep themselves safe. For example, they know why they must apply sun cream when the weather is hot. Children develop independence. They help to choose what activities are planned. They confidently approach adults for help and to request additional toys and games. Managers conduct daily checks of the areas used by the club. This ensures that hazards are identified and removed, so that children are safe when they play and explore.

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

Managers and the committee understand the safeguarding and welfare requirements. They know the action to take if they suspect that a child in their care is at risk of abuse or neglect. Qualified practitioners provide support and guidance to their unqualified colleagues. The manager conducts regular appraisals of staff's performance. However, she has not yet established regular observations of practitioners' interactions with children. As a result, targets set for improvement do not yet lead to the very swiftest improvement in practice. Close partnerships within the school ensure that children settle quickly when they start to attend the club. Teachers of the youngest children visit them and join in with activities at the club. Club practitioners sometimes work as teaching assistants in the early years classrooms. Attendance at training impacts positively on practice. For example, attendance at a local authority management briefing led to more effective delegation of responsibility when planning the weekly programme of activities.

## Setting details

<b>Unique reference number</b>	207239
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	865459
<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>	50
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Hayfield Fun Club Committee
<b>Date of previous inspection</b>	25 June 2009
<b>Telephone number</b>	01663 742357 mob 07789267074

Hayfield Fun Club was registered in 1996. It is managed by a voluntary committee. It operates on the site of Hayfield Primary School. The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one at level 2. The club opens from Monday to Friday during school terms. Sessions are from 7.30am until 8.50am and from 3.20pm until 6pm.

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