

Clifton Moor Out of School Club



Clifton Moor Church & Community Centre, Rivelin Way, York, North Yorkshire, YO30 4WD

Inspection date

6 October 2015

Previous inspection date

13 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The management team and committee have a thorough understanding of the statutory and government requirements. They ensure these are followed and have a wealth of comprehensive policies and procedures to underpin the good practice.
- Children arrive at the club very eager to play and talk to their friends and staff about their school day. They demonstrate high levels of confidence and self-esteem as they welcome visitors and discuss their favourite activities.
- Staff work closely with schools to complement children's learning. They share planning and information about children's progress in order to support them to make good or better progress in their learning and development. In addition, this supports children to be ready for their next stage in learning.
- Staff are committed to providing good quality care and learning opportunities for children. They attend meetings with other professionals to share best practice and develop their professional capabilities.

It is not yet outstanding because:

- At times, some children are extremely loud, which makes it difficult for younger children to listen to staff and concentrate while taking part in small-group activities.
- Opportunities to gather parents' views are not always regularly explored. This means that some minor changes parents would like to the provision are occasionally missed.

What the setting needs to do to improve further

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

- support children to understand the impact that their level of volume has on younger children's ability to listen and concentrate while playing
- build on strategies that are already in place to gather even more views from parents in order to precisely target areas for change.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Laura Hoyland

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand their responsibilities to protect children from harm. They refresh their knowledge of child protection issues regularly, have a wealth of information to refer to and know who to contact should they have a concern. The manager and committee work well together. They recruit new staff safely and ensure all staff are appropriately vetted and suitable to work with children. Staff are regularly appraised and realistic targets set for their own professional development. Staff observe each other's teaching and support each other to reflect on their practice. This means they are constantly evolving and developing their abilities. Staff obtain children's views throughout the sessions. Parents complete questionnaires periodically and staff talk to them daily. However, opportunities to fully explore parents' views are occasionally missed.

Quality of teaching, learning and assessment is good

Staff have created strong partnerships with schools. They work closely to find out children's interests and next steps in learning. This means activities are carefully planned to engage children and motivate them to learn through play. Staff have small-group times with the younger children to support their learning. The talk as they play, which means staff get a good understanding of each child and their capabilities. Children are articulate and confident. They thoroughly enjoy playing games and having the freedom to make their own choices. Staff are close by to support play and extend learning through a wide range of teaching strategies. Staff ask children meaningful questions, which promotes their thinking skills. Children play well together and are inclusive in their play. Staff are mindful of supporting children to understand equality and diversity. Children talk about their interests and what they enjoy doing at home. In addition, a wide range of resources are provided to reflect communities around the world.

Personal development, behaviour and welfare are good

All children are assigned a key person who gets to know them very well. This gives children a sense of belonging and secure base to return to for reassurance when needed. This means children settle very quickly on arrival and are emotionally supported. Children behave well and respect the rules and boundaries. However, at times some children are very loud in their play, which makes it difficult for younger children to hear staff and concentrate on their task. Children are learning very good manners. Older children sit with younger ones to support them with pouring their drinks if needed. This means children are learning to take care of each other. Children sit at the table and talk while they enjoy a nutritious snack. They discuss subjects that are important to them as other children and staff listen with genuine interest. All children follow good hygiene routines and staff are good role models. Children use the bathroom independently and are quick to tell staff if there are any safety issues, such as wet floors. This means children are learning to keep themselves safe. Children have opportunities to engage in physical games. They play with balls and hoops as they move around the hall with vigour, developing a positive attitude to exercise.

Setting details

Unique reference number	321518
Local authority	York
Inspection number	868698
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	32
Number of children on roll	88
Name of provider	Clifton Moor Out of School Club Committee
Date of previous inspection	13 June 2011
Telephone number	07815637339

Clifton Moor Out of School Club was registered in 1999. The setting employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round. Sessions are from 3pm until 6pm every day, except Mondays, when the setting closes at 5.30pm.

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