

Parkside Kids Club

Parkside Primary School, Western Road, Goole, North Humberside, DN14 6RQ



Inspection date	20 January 2016
Previous inspection date	11 June 2009

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

- Children have fun and they enjoy themselves at the club. They play well together and make friendships across the different age groups. Older children demonstrate caring attitudes towards the younger children and are positive role models.
- Staff respond to children's ideas and opinions. They encourage children to make ongoing contributions to the planning of activities. Children are eager to join in with a range of learning experiences and are motivated to follow their own interests.
- Staff provide children with a good level of encouragement as children learn to take responsibility for themselves and their belongings, in ways that are age appropriate.
- Partnerships with parents are good. Parental feedback is very positive. Parents say that they are pleased with the activities that are offered to their children. They value the service provided by the club.
- Partnerships with the host school are good. Effective methods to share information are established. This helps to support continuity of care and learning for children.

It is not yet outstanding because:

- The organisation of some routines means that children are occasionally hindered from continuing with their independent play.
- Staff are not always deployed in a way that enables them to give outstanding support to children's social and emotional well-being.

What the setting needs to do to improve further

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

- review the way that routines are organised, to ensure children do not have occasions when they are hindered from engaging in their independent play
- focus more precisely on the deployment of staff, in order for children to receive support for their social and emotional well-being at an outstanding level.

Inspection activities

- The inspector spoke to children and staff. She observed play and learning activities within the main environment.
- The inspector checked evidence of the suitability and qualifications of staff working with children, policies, procedures, risk assessments and the club's self-evaluation.
- The inspector held meetings with the manager throughout the inspection.
- The inspector looked at children's records and planning documentation.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Estella Champion

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The robust recruitment and supervision procedures ensure that all staff have good knowledge and understanding of how to protect children in their care. Daily checks of the premises are carried out and the staff are vigilant about security. The majority of staff hold relevant childcare qualifications so know how to promote children's care and enjoyment. Staff's individual training needs are identified. Staff demonstrate how they reflect on the training they receive and how it has a positive influence on their practice. The manager shows the drive and commitment that are needed in order to make sustainable changes and developments to the services that are offered. Staff work well together. They constantly evaluate different aspects of the club, informally and formally. Parents and children are provided with a variety of effective opportunities to contribute feedback and suggestions.

Quality of teaching, learning and assessment is good

Staff have a good range of relevant qualifications and experience. They understand how the activities they provide allow children to follow their own interests and develop further the skills they gain from school. For example, staff encourage children to use their developing information, communication and technology skills to find different writing styles to add to the graffiti wall. Staff are flexible in their approach to planning. They listen carefully to children and offer suggestions about how children can extend their learning. For instance, children show an interest in experimenting with the different painting styles of a particular artist. They are supported to access a variety of resources and receive encouragement and ample opportunity to practise and persevere to create different effects on their paper. Children's development is monitored well and key persons ensure any gaps in children's learning are quickly identified and shared with their school teachers. Staff also gain information about children who speak English as an additional language, disabled children and those with special educational needs. This helps to ensure they get the support they need.

Personal development, behaviour and welfare are good

Staff have successfully created a very caring and secure environment where all children are warmly welcomed and feel well supported. Staff listen and talk with children about their day at school and ask them about what they would like to do in the club. They provide children with opportunities to rest and relax or to be more active, such as when children practise their dance routines. Children have access to appealing and well-organised resources which support different areas of their learning. Children's behaviour is good. Staff remind children of behavioural expectations and praise their good efforts. Children are encouraged to be independent during self-care routines, such as handwashing. Children's self-esteem is supported as staff give them good opportunities to share their achievements. Children are provided with an environment where they learn about, and begin to respect, the differing needs and opinions of others in the club and in the wider and global communities.

Setting details

Unique reference number	314690
Local authority	East Riding of Yorkshire
Inspection number	871964
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	32
Number of children on roll	68
Name of provider	Parkside Kids Club Committee
Date of previous inspection	11 June 2009
Telephone number	01405 763634

Parkside Kids Club was registered in 1993. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.45am until 9am and from 3.30pm until 6pm. The club supports children who speak English as an additional language, disabled children and those with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

