

Hitchin Fun Club, After School and Holiday Club

Highbury Infant School, Standhill Road, Hitchin, Hertfordshire, SG4 9AG



Inspection date

5 April 2016

Previous inspection date

10 April 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 recently appointed manager uses her experience and childcare qualification to inform her work. She efficiently prioritises and implements improvements. This has contributed significantly to improving the club since the last inspection.
- Staff competently adapt their teaching techniques to suit the ethos of out-of-school care. They ensure that children can relax, interact with their friends and enjoy themselves. They balance this well with opportunities for children to participate in exciting activities that support their formal learning and their good progress.
- Improved supervision means that staff are well supported and attend training. They put any new learning into practice. They now offer children more natural resources to explore. For example, children develop their creativity, using twigs to make pictures.
- Parents complete practical paperwork and share information about their children's needs. This enables staff to understand each child and to offer them relevant support.
- Staff are good role models and create a positive environment. Children are motivated and eager to play. They learn to manage their behaviour and work cooperatively together. This supports them in developing positive attitudes to school and learning.

It is not yet outstanding because:

- Younger or newer children do not always make independent choices and fully extend their play as staff do not organise some daily resources as effectively as possible.
- Staff sometimes carry out simple daily tasks for children and so do not always promote their independence to the very best extent.

What the setting needs to do to improve further

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

- enhance the organisation of resources to enable younger children and those new to the setting to make further independent choices and extend their own play
- extend the daily opportunities that enable children to develop their independence.

Inspection activities

- The inspector observed activities indoors and outdoors, and reviewed an outdoor play session with the manager. She talked with staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the manager, who is also the nominated person, and the headteacher of the school on which the club is sited.
- The inspector looked at children's information records, planning documentation and evidence of the suitability of staff working with children. She viewed self-evaluation information and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents and carers as given in their written feedback to the club.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager and management committee have high aspirations. They work with staff to continuously evaluate and develop daily practice. Recent improvements include the purchase of additional resources, such as books that relate to children's interests and complement their learning in school. Staff now meet regularly with school staff. They exchange assessment and planning information, enabling them to work together to promote each child's learning. The arrangements for safeguarding are effective. The manager has practical procedures to ensure that staff attend regular training and understand how to report any concerns about children's welfare. The manager uses the key-person system well to monitor each child and identify any areas where they require further support. She then works with staff to determine the best way to support and include all children.

Quality of teaching, learning and assessment is good

Staff plan activities well so that they are fun, challenge children and offer them exciting play opportunities that support and complement their formal learning. For example, children eagerly participate in parachute games, where they listen carefully and learn to follow instructions. They then express their creativity as they make their own model parachutes. They thoroughly enjoy taking these outside to experiment and find out whether or not they float. The manager supports staff well in understanding how children learn as they play. Staff are now more confident in observing children and making informed decisions about when to intervene to extend children's play. For example, children work together to make a den. They then enjoy talking with a staff member about how they did this and the materials they have used. This helps children to develop the skills that support their learning, such as communication and the ability to reflect on what they have been doing. Staff make good use of children's interests as a way of helping them to build on their knowledge. For example, children enjoy researching planets and making their own models.

Personal development, behaviour and welfare are good

Staff have a good understanding of children's needs and help them to feel settled and secure. Children quickly establish warm relationships with their key person and others. Good staff interaction helps children to develop their confidence and the emotional security that supports them in school. Children discuss the different activities they would like to do. They learn to negotiate, consider the views of others and compromise as they work with staff to organise a timetable that takes account of everyone's preferences. They fully participate in group activities, celebrating their own achievements and those of their peers. Children gain a good understanding of how to keep themselves and others safe. For example, they talk about fire safety, visit the fire station, and discuss how and when to call the emergency services. Children participate in many activities that promote their physical development. They play team games and use large-play equipment, going on to talk about the importance of regular exercise and how this affects their bodies.

Setting details

Unique reference number	146766
Local authority	Hertfordshire
Inspection number	1040975
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	4 - 11
Total number of places	35
Number of children on roll	200
Name of provider	Hitchin and Strathmore Fun Club Committee
Date of previous inspection	10 April 2014
Telephone number	01462 450925

Hitchin Fun Club, After School and Holiday Club opened in 1989. The club employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and four hold qualifications at level 3 or above, including one who has Qualified Teacher Status. The club opens from Monday to Friday, during term time and sessions are from 3.10pm to 6pm. During the school holidays the club is open from Monday to Friday and sessions are from 8am to 6pm.

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