

# Time Out Childcare - Hook with Warsash



Hook With Warsash Church of England Academy, Church Road, Warsash,  
Southampton, SO31 9GF

## Inspection date

15 April 2016

Previous inspection date

9 December 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- Managers have a clear and substantial vision for excellence. Staff actively encourage children to be very independent and to make decisions about the activities that they choose to engage in alongside their friends.
- Staff have excellent partnerships with parents and carers and other professionals. This shared approach helps to obtain a clear picture of each child's capabilities, which complements the learning that children achieve at school.
- Parents are delighted with the level of care that staff provide for their children.
- Staff respect the views of children and consistently seek their opinions to evaluate the effectiveness of the activities they provide. The indoor and outdoor environments are extremely well organised and staff plan experiences around children's interests.
- Children are extremely confident and self-motivated. They are comfortable with the caring and sensitive staff.
- Staff carry out their policies and procedures securely. They teach children about keeping themselves safe. For example, children benefit from challenging experiences, where they can learn new skills, manage risks and explore new interests.

## **What the setting needs to do to improve further**

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

- develop children's own ideas to make activities even more creative and interesting.

### **Inspection activities**

- The inspector had a tour of the premises with the manager.
- The inspector held discussions with the manager and staff.
- The inspector looked at a range of documents, including policies, procedures and risk assessments.
- The inspector checked evidence of staff suitability and qualifications.
- The inspector observed a variety of activities inside and outside.

### **Inspector**

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are very knowledgeable about how to protect children and keep them safe. If there are concerns about children's welfare, staff closely follow rigorous procedures to ensure they protect children from harm. Managers consistently strive to improve their provision and the outcomes for children. The staff work extremely well together led by the inspiring management team. Managers place a high priority on staff training and monitor staff extremely closely to develop high quality teaching. This has a significant impact on the quality of the learning experiences that staff provide for children, which means that they thrive and enjoy their time at the club.

### Quality of teaching, learning and assessment is outstanding

Staff provide highly varied experiences to support what children are learning at school and to accelerate their progress towards the next stages in their learning. For example, all children thoroughly enjoy exploring the stimulating environment and learn to follow instructions, listen, and communicate; at the same time they develop confidence and self-esteem. Children who decide not to play outdoors have great fun engaging in imaginary play indoors, such as 'shops' with their friends. Staff join in children's play and show a genuine interest, such as when encouraging children to think about healthy options as they write their shopping lists. Staff offer encouragement, clarify ideas and extend children's creativity and thinking extremely well. For example, children had great fun creating masks and used their excellent imaginative skills to take on different roles. On occasion, there are fewer opportunities for children to develop their own ideas during activities.

### Personal development, behaviour and welfare are outstanding

Children are extremely well behaved. For example, new children sit and listen to the managers about fire evacuation drills and contribute to the conversation. The links with the school and excellent communication with teachers and parents mean that staff can quickly get to know each child. This enables staff to be extremely adaptable and responsive to children's needs and provide highly challenging experiences to support their emotional well-being. Children benefit from excellent opportunities to learn about being healthy and keeping themselves safe. For example, staff encourage them to take part in an extensive variety of physical games. Staff are extremely positive role models. All children behave exceptionally well. For example, they treat each other with respect. Older children are extremely kind and considerate towards their younger peers.

## Setting details

<b>Unique reference number</b>	EY366195
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	827814
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	16
<b>Number of children on roll</b>	4
<b>Name of provider</b>	Time Out Childcare Partnership
<b>Date of previous inspection</b>	9 December 2008
<b>Telephone number</b>	07523 526737

Time Out Childcare - Hook with Warsash Out of School Club registered in 2007 and operates from the music room within the academy school. The breakfast club is open from 7.30am to 9am and the after school club from 3.20pm to 6pm, in term time only. The setting serves children from the academy school. The group employs six members of staff, four of whom hold appropriate early years qualifications.

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