

Eastfield Out of School Club



Eastfield Primary School, Eastfield Road, Hull, HU4 6DT

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| Inspection date | 21 April 2016 |
| Previous inspection date | 12 March 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Satisfactory | 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 leadership and management team is committed to the ongoing professional development of all staff. Since the last inspection, they have worked hard to address weaknesses in the practice. Collaborative working and openness to support and guidance has ensured that good progress has been made.
- Staff are alert to the potential risks in the environment which they quickly identify and report. Measures are then swiftly put in place to ensure children's safety at all times.
- Relationships in the setting, with parents, the host school and pre-school are very well established. This has a positive impact on every aspect of the provision.
- Leaders and managers seek and take on board the views of staff, parents and children as they reflect on the strengths and weaknesses of the setting. This means that their plans for improvement are carefully considered and effective.
- Children demonstrate that they feel safe and secure in the setting and they develop excellent bonds with staff. Older children are very supportive towards the youngest children and offer them support as they play and take part in activities together.

It is not yet outstanding because:

- The manager has put new procedures for staff supervision in place. However, they do not focus sufficiently on raising the quality of teaching to a higher level.
- Staff do not fully promote children's awareness of the different roles people have within their community or their understanding of the wider world.

What the setting needs to do to improve further

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

- embed new procedures for the effective supervision of staff and focus more precisely on developing the quality of teaching to a higher level
- raise children's awareness of the different roles people have within their community and enhance their understanding of the wider world.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting coordinator.
- The inspector held a meeting with the provider and looked at relevant documentation, such as, evidence of staff suitability, qualifications and training.
- The inspector took account of the views of parents and children spoken to during the inspection and provided through written feedback.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

The setting has made continuous improvements since the last inspection. The leadership and management team has worked together with their partner setting to share good practice. Staff who work across both settings have shared their expertise and the quality of the provision has greatly improved. Staff are provided with opportunities to undertake training in key areas to further develop their skills. This helps to keep their knowledge and understanding up to date. Recent training has focussed on supporting safeguarding practices and raising awareness of potential risks to children. Staff are confident in the action they would take if they were concerned about a child's welfare. The arrangements for safeguarding are effective. The staff team is strong and well balanced. Staff have a great deal of experience in working with children of all ages across a range of different settings. Staff are very clear about their roles and responsibilities, and the arrangements for inducting new staff and volunteers are now clear. The manager also makes sure that children and parents have opportunities to become familiar with the new environment and meet key staff before children start in the setting.

Quality of teaching, learning and assessment is good

Staff play alongside children and interact well with them as they engage in a range of planned and self-initiated activities. Children are motivated and are keen to get started as they arrive in the setting. They enjoy making crowns, competing in simple games and decorating buns to celebrate St George's Day. Staff are caring and responsive towards children's needs. They adapt activities and extend children's interests through warm and positive interactions. The quality of teaching is good. Staff encourage children to think and ask questions. Children eagerly join in with games, such as egg and spoon races and football. Staff encourage children to try their best and follow the rules. Children play fairly and respect each other. Staff are good role models. Older children follow their lead as they guide and support the youngest children during their play and activities. Staff extend children's thinking, and make links to what children are learning at school. Staff regularly talk with parents and teachers. They share a termly report, which highlights children's next steps in development, so that they can complement learning in school.

Personal development, behaviour and welfare are good

Staff are patient and they get to know children very well. They allow children plenty of time to settle after a busy day at school. Children join in at their own pace and in their own time, choosing what they want to do. This helps to develop children's confidence and promotes their well-being. Consequently, children's behaviour is good as staff know, understand and provide for their differing needs, abilities and personalities. Children follow good hygiene practices. They know and understand why they wash their hands before taking part in the cake decorating activity. They use the setting's facilities independently and freely access indoor and outdoor play. Children enjoy extended periods of time in the outdoor area. They use skipping ropes and climbing equipment, enjoying fresh air and exercise. Parents are happy with the good level of care that the setting provides for their children. They find staff approachable and proactive in dealing with any problems that their children may have.

Setting details

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| Unique reference number | 509943 |
| Local authority | Kingston upon Hull |
| Inspection number | 1041243 |
| 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 | 36 |
| Number of children on roll | 66 |
| Name of provider | Vivien Alexander |
| Date of previous inspection | 12 March 2013 |
| Telephone number | 01482 561149 |

Eastfield Out of School Club was registered in 1994. The club employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or level 4. The setting opens Monday to Friday during term time. Sessions are from 7.30am until 8.45am and 3.10pm until 6pm.

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