

Wollaton Village Out of School Club

755 Wollaton Road, NOTTINGHAM, NG8 2AN



Inspection date

22 June 2016

Previous inspection date

11 February 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

- Children enjoy their time at the club. Staff seek the views of children to help plan activities that motivate and interest them. Children keenly engage with and participate in the range of experiences on offer.
- Children form positive relationships with staff and their friends. They show a high level of sensitivity to the needs and feelings of others.
- The experienced and qualified staff have formed well-established links with the school that children attend. This helps them to plan activities that link to and complement what children are currently learning at school.
- Parents comment highly about how quickly their children settle at the club. They say their children are very happy and thoroughly enjoy the range of activities on offer. They also comment that their children often do not want to leave when it is time to go home.
- Staff deploy themselves well. This helps them to ensure they meet children's individual well-being needs. Children adhere to the safety rules in place when walking to and from school. They are fully aware of how these rules help to keep them and their friends safe.

It is not yet outstanding because:

- Systems for reviewing staff professional development are not focused well enough to raise the good quality of staff interactions with children as high as possible.
- Occasionally, staff do not make the most of information gained from parents about their children's interests and achievements at home in order to provide higher levels of motivation and challenge.

What the setting needs to do to improve further

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

- review regularly with staff their ongoing professional development to increase the potential of raising the quality of their interactions with children to the highest levels achievable
- strengthen the two-way flow of information with parents about their children's interests and achievements at home, and use this information to provide children with further experiences that highly motivate and offer them greater challenge.

Inspection activities

- The inspector observed the quality of teaching and the activities and resources available to children both indoors and outside.
- The inspector spoke to the nominated person, staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nominated person.
- The inspector checked evidence of the suitability of staff and looked at a range of documents, including policies and procedures that safeguard children's welfare.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff have undertaken safeguarding training. They thoroughly understand the procedures to take should they have any concerns about a child's welfare. The nominated person follows safe recruitment and staff vetting procedures. This helps to ensure that all staff are suitable to care for children. Staff implement effective risk assessments, which alongside close supervision, help children to feel safe and secure. The nominated person and staff work effectively together. They are enthusiastic about improving their childcare knowledge and the provision they offer children. The nominated person has recently implemented staff peer reviews to help maintain and improve the quality of teaching practice. Additionally, staff attend local authority network meetings. This helps them to keep up to date with changes in legislation and identify where further improvements can be made.

Quality of teaching, learning and assessment is good

Children arrive at the club happy and eager to engage in the activities set out. Staff attentively listen to children, they are interested in finding out about their day at school and what they have enjoyed doing. Staff involve children in the planning of club activities. Children confidently tell staff what they would like to play with and inform them about what they are learning at school. Staff use this information well to plan activities that extend children's learning. Children are self-assured in their speech and interactions with others. They speak clearly, follow instructions well, and give detailed explanations connecting their own thoughts and ideas. For example, they use good design and technology skills as they create dogs, body armour, and helmets from sticking cardboard boxes together. The children explain how they have joined the boxes. They demonstrate good thinking skills as they suggest various solutions of how to stop their cardboard dog from falling over. Staff praise children's achievements well. They are supportive of all children and give younger and quieter children any additional one-to-one support they require. This helps them to form close attachments to other children and boosts their self-esteem well.

Personal development, behaviour and welfare are good

Children settle very quickly in this small, friendly, and welcoming club. The calming atmosphere and routines give children the time to relax, to be creative and physically active. Staff act as good role models, showing empathy and respect for others. They effectively build on children's understanding about people and communities beyond their own immediate experiences. Children have a strong sense of belonging. They are self-assured young people who embrace responsibility. For example, older children thoughtfully help and play with their younger friends. Furthermore, all children happily help staff with small tasks, such as serving snacks and tidying up. Staff provide a variety of hot and cold nutritious snacks. Children have access to drinking water at all times. They know they need to drink more water in warmer weather and after exercise. They understand that it is important to wash their hands after sneezing and before eating. Children are very independent and demonstrate a good knowledge of how to keep themselves fit and healthy.

Setting details

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| Unique reference number | EY452101 |
| Local authority | Nottingham City |
| Inspection number | 1041613 |
| Type of provision | Out of school provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 5 - 11 |
| Total number of places | 16 |
| Number of children on roll | 29 |
| Name of registered person | Wollaton Village Out of School Club Limited |
| Registered person unique reference number | RP531893 |
| Date of previous inspection | 11 February 2013 |
| Telephone number | 01159288400 |

Wollaton Village Out of School Club was registered in 2012. It operates from the Wrights Institute building in Wollaton, Nottingham. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, and one at level 2. The club is open Monday to Friday during term time only. Sessions are from 7.45am to 8.45am and from 3.30pm to 5.30pm.

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