

School's Out Club

Pickering Library, The Ropery, Pickering, YO18 8DY



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|--------------------------|----------------|
| Inspection date | 26 August 2016 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 manager and staff have developed good partnerships with parents. This helps to support children in their future learning and contributes towards meeting their individual needs.
- The quality of teaching is good. Staff interact well with children, engage in constant discussion and ask a variety of questions. This helps to promote children's critical thinking and problem-solving skills.
- Children demonstrate very clearly that they feel relaxed, happy and safe when at the club. They eagerly move around the club and, overall, have opportunities to choose the activities they would like to take part in. This supports their emotional well-being and helps them to develop independence.
- Staff act as positive role models and have a clear understanding of how to manage children's behaviour. This contributes towards children being fully aware of the boundaries and expectations of the club.
- Children and staff regularly visit the adjoining library, where they can relax and look at books. This helps to develop children's early reading skills and prepares them well for the next stages in their learning.

It is not yet outstanding because:

- Opportunities to increase the information gathered from schools to promote even better consistency in children's learning and development are not maximised.
- Children who like to learn and play outdoors are not always fully supported to develop their interests.

What the setting needs to do to improve further

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

- enhance information gathering from local schools about individual children's interests, in order to fully support a consistent approach to their development
- improve opportunities for children who prefer to play outside to follow their interests.

Inspection activities

- The inspector viewed all areas of the premises used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the club's self-evaluation and the impact this has on the setting.

Inspector

Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the steps to take should they be concerned a child is at risk of harm. A good range of written policies and procedures is successfully implemented by staff. This effectively helps to maintain children's safety and welfare. Self-evaluation is used to identify strengths and areas for future development, which shows a commitment to continuous improvement. Recruitment procedures are robust and all staff undergo checks to ensure they are safe and suitable to work with children. The manager and staff communicate effectively on a daily basis to reflect on their practice and address any issues or concerns. Furthermore, staff take part in regular supervisions and annual appraisals to further their professional development. This has a positive impact on children's learning, as staff are encouraged to update their knowledge and understanding.

Quality of teaching, learning and assessment is good

Children are encouraged to, generally, initiate their own play and learning well, while staff offer support, guidance and reassurance when required. This contributes towards children feeling valued and respected. Children are confident communicators and show pride in their creations as they share their achievements with others. They are eager to participate in activities. For example, they enjoy using their imagination as they build models from construction bricks. Staff involve children and listen to them carefully. This supports children's motivation to learn and contributes towards their self-confidence. Older children are encouraged to help and support younger children, which they do willingly. Children show high levels of concentration during activities. For example, they show determination as they throw hoops onto a target in the outdoor play area. Children receive regular praise and encouragement from staff, which helps them to feel appreciated and motivates them to learn. Staff introduce mathematical language to children through everyday play. For example, they regularly count and discuss size and colour in games.

Personal development, behaviour and welfare are good

The well-qualified staff are warm and friendly and help all children to feel included. This contributes to children's growing confidence and self-esteem. There is an effective key-person system for young children which helps them to feel emotionally secure. Children have daily access to fresh air and take part in regular physical activities. During the school holidays, they go on a range of outings, including walks in the local environment. Indoor resources are easily accessible and encourage children to make independent choices. Children's health is supported well, as they are offered snacks and meals that reflect a healthy, balanced diet. Children have access to refreshments throughout the session. Staff talk about the importance of safety to ensure children have a suitable awareness of keeping themselves and others safe. This supports children to develop their own understanding of risk.

Setting details

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| Unique reference number | EY492061 |
| Local authority | North Yorkshire |
| Inspection number | 1021664 |
| 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 - 10 |
| Total number of places | 20 |
| Number of children on roll | 45 |
| Name of registered person | Claire Thornhill |
| Registered person unique reference number | RP513873 |
| Date of previous inspection | Not applicable |
| Telephone number | 01751 476728 |

School's Out Club was registered in 2009 and re-registered in 2015 due to a change of premises. The club employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications. The setting opens Monday to Friday. Sessions are from 7.30am to 9am and 3.15pm to 6pm during term time and from 8am to 6pm during some of the school holidays.

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