

Pips Out of School Club

Applegarth Primary School, Upwell Road, Northallerton, North Yorkshire, DL7 8QF



Inspection date	7 October 2016
Previous inspection date	5 June 2015

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 manager is highly qualified and leads a team of well qualified and enthusiastic staff. In partnership with the committee, they strive to provide a high-quality learning environment for all children. Many improvements have been made since the last inspection and the action and recommendations have been effectively met.
- The manager uses self-evaluation to assess the quality of the setting and plan for continuous improvement. She seeks the views of children, parents and staff as part of this process. Staff skilfully use a range of fun methods to engage children and gather their feedback.
- Teaching is good. Staff use their good knowledge of children's interests to plan activities and experiences which engage them. They ensure that children can develop skills and knowledge across all seven areas of learning, inside and outdoors.
- Children's behaviour is very good. Staff have high expectations of all children and are very good role models. They help children to feel ownership of the setting, to take responsibility for their actions and to look after the environment.
- Staff use information about children's achievements and experiences in school to consolidate, extend and complement them in the setting. The learning environment is developmentally appropriate and meets the needs of all children.

It is not yet outstanding because:

- Occasionally, during adult-led activities, children are not encouraged to do things for themselves.
- After mealtimes, children have to wait a little too long before they can return to play activities.

What the setting needs to do to improve further

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

- extend opportunities for children to develop their independence and direct their own learning even more, during adult-led activities
- review the length of time children have to wait when they have finished eating, to ensure that opportunities for them to engage in play and learning are fully supported.

Inspection activities

- The inspector viewed the areas of the building used by the setting.
- The inspector undertook a joint observation with the manager.
- the inspector observed children and assessed the quality of teaching and learning.
- the inspector spoke to the manager, staff, children and parents during the inspection.
- the inspector viewed a range of documentation, including children's records, policies and procedures, risk assessments, self-evaluation, training records, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

Effective systems are in place for recruitment and induction. The manager ensures that all staff are well supervised and have many opportunities to develop their early years knowledge and teaching skills, even further. The arrangements for safeguarding are effective. Suitability checks are in place for all staff and committee members to ensure that they are safe to work with children. Staff know the signs of abuse and what to do if they have concerns about a child's welfare or if there is an allegation made against a member of staff. Policies and procedures are evident in practice. Risk assessments help to highlight and reduce hazards and dangers. Staff teach children how to stay safe. They involve children in developing their own risk assessments and rules for the setting. This helps children to understand why safety systems are needed and to follow rules well.

Quality of teaching, learning and assessment is good

Staff help children to develop social skills and make choices as they play. Adult-led activities promote a range of skills and encourage children to be creative and express themselves using different media. They use paint, glitter and collage to make pictures with an autumn theme. Children are focused for long periods and use mark-making tools with good control. Staff ensure that resources are well organised and accessible to children so that they can extend their interests. Children make selections from cupboards and drawers filled with items, such as superhero characters, construction and craft materials. They show high levels of concentration as they construct complex marble runs. They demonstrate persistence as they work out which pieces will fit together. Staff play alongside children, using effective questioning to extend children's understanding and to challenge their thinking.

Personal development, behaviour and welfare are good

Staff work closely with parents when children start in the setting to help them settle well. They seek information about children's emotional needs from parents and school to ensure that they feel happy and cared for. Children are generally very well supported to develop independence. They help staff with tasks such as tidying toys away before meals. At tea time, they are encouraged to pour their own drinks, which even the youngest children do carefully and with confidence. Meals and snacks are nutritious and balanced. Staff help children to make healthy choices and understand the importance of regular fresh air and exercise, supporting their understanding of healthy lifestyles. Staff ensure that children have a voice and encourage them to share and understand their feelings. They help children to develop resilience when they find tasks tricky. Staff are always close by if children need a helping hand, encouragement or reassurance. They also use praise very well to build children's self-esteem and help them develop a positive attitude to learning.

Setting details

Unique reference number	EY294431
Local authority	North Yorkshire
Inspection number	1058260
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	30
Number of children on roll	89
Name of registered person	Pips Out Of School Club Committee
Registered person unique reference number	RP525042
Date of previous inspection	5 June 2015
Telephone number	01609 773521

Pips Out of School Club was registered in 2004, is committee run and is situated within Applegarth Primary School in Northallerton. The setting employs eight members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, and three at level 3. The manager has a degree in early childhood studies. The setting opens from Monday to Friday, term time only. Sessions are from 7.45am until 9am and from 3.15pm until 6pm.

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