

# School's Out Henleaze

Henleaze Infant School, Park Grove, Westbury-on-Trym, Bristol, BS9 4LG



<b>Inspection date</b>	21 September 2016
Previous inspection date	22 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff provide a good range of resources and activities for children that reflects their interests and motivates them to be involved.
- Staff encourage children to be independent at managing their needs, such as helping themselves to snack when they are hungry and moving between the different areas of the setting to make choices from the resources and activities on offer.
- Leaders monitor children well and seek additional funding when required, to help meet children's individual needs. Leaders and staff are good role models for children. Children behave well and staff support them effectively to make friends.
- Leaders and staff work well with parents and teachers to share information, to provide continuity for children between the setting, school and home.
- Staff are committed to keeping the children safe. For example, they carry out regular risk assessments to identify and minimise any hazards to children.

### It is not yet outstanding because:

- Staff do not provide children with sufficient opportunities to encourage their understanding of healthy eating.

## What the setting needs to do to improve further

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

- provide more activities and opportunities to help children to learn about the importance of healthy lifestyles.

### Inspection activities

- The inspector spoke to staff, children and the management team at appropriate times.
- The inspector sampled a range of documentation, such as attendance records, induction procedures, staff suitability checks and children's observations.
- The inspector spoke to the parents to take in to account their views and opinions.
- The inspector observed the quality of teaching and interactions with children and staff, during indoor and outdoor activities, and assessed the impact this has on children's learning.

### Inspector

Victoria Nicolson

## Inspection findings

### Effectiveness of the leadership and management is good

The qualified manager has high expectations of staff and children. Safeguarding is effective. The leaders and staff demonstrate a good knowledge of child protection and have a good understanding of their responsibility to report concerns. Leaders reflect on the provision regularly and encourage parents to contribute their views, to help prioritise areas for improvement. Leaders monitor staff's suitability and performance well. They support staff to improve their knowledge and skills to benefit children, such as through in-house training and working towards childcare qualifications. Parents are happy and praise the staff for the support and guidance that they offer to each child and family.

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

Staff have good relationships with the children and get to know them well. Staff speak to children about their interests, their experiences and their home life, asking useful questions to encourage children to think and respond. Staff observe children, and they encourage a two-way flow of information sharing with parents and school teachers. They use this information to plan and provide a good range of activities that complement children's learning and development at school, and at home. Children engage in activities well. For example, they enjoyed choosing resources to create masks and puppets, developing their imagination and creativity. Staff support children who have limited communication and language skills well, such as using signs and symbols to help them to communicate their needs.

### Personal development, behaviour and welfare are good

Leaders implement successful systems to help children to settle and feel secure in the setting. For example, the key-person system helps to smooth children's move from school to the setting, supporting their emotional well-being. The buddy system pairs older children with younger ones, helping them to build confidence and develop relationships in the setting. Leaders and staff encourage children to share their views and opinions, for example, using the club council. Children have opportunities to take ownership of the club, for instance, through voting and elections. Staff support children to be kind and inclusive, such as through the recently introduced 'employee of the month' and 'star of the week' schemes. Children are confident and show good levels of concentration in their chosen activities. They benefit from being physically active in the fresh air after their day at school. For example, they relish hunting for bugs in the outdoor area and enjoy playing games that staff organise, such as football, skipping and tag.

## Setting details

<b>Unique reference number</b>	EY359805
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1062086
<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>	60
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	School's Out Henleaze
<b>Registered person unique reference number</b>	RP905299
<b>Date of previous inspection</b>	22 March 2013
<b>Telephone number</b>	07847 479 626

School's Out Henleaze registered in 2008. It is managed by a voluntary committee. The after-school scheme is open each weekday during school term times from 3.30pm to 5.30pm. The holiday scheme operates from 8.15am to 5.30pm each weekday during school holidays, except for Christmas week. The setting employs 16 staff. Of these, 10 hold relevant childcare qualifications. The manager and one other staff member hold qualified teacher status, four staff hold a childcare qualification at level 3 and four staff hold a childcare qualification at level 2.

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