

# Seely Out of School Club

Seely Primary School, Perry Road, Sherwood, Nottingham, NG5 3AE



## Inspection date

17 November 2016

Previous inspection date

26 June 2014

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 and practitioners have worked well to make improvements to the setting since the last inspection. They now have a strong relationship with the host school and speak to the teachers to consolidate and extend children's learning even further.
- Children behave well and develop good friendships. They learn many skills to support their future learning, including being able to respect others and their belongings.
- Children's emotional well-being is very well supported and strong relationships exist between practitioners and all children. Practitioners are welcoming, caring and sensitive in supporting children's individual care needs.
- Children enjoy choosing their own activities. They keenly explore the many interesting areas within the club. Practitioners are deployed well and help children to settle into, and engage in, activities they enjoy.
- Practitioners promote healthy lifestyles. For example, they provide children with healthy meals and lots of opportunities to develop their physical skills.
- Partnerships with parents are good. Parents speak very positively about the club. They find the practitioner team very approachable and say that they genuinely care for children.

### It is not yet outstanding because:

- Mealtime routines take too long and are not used as effective learning or pleasurable experiences for children.
- Parents and children's views are not yet gathered to further assist in identifying areas for the development of practice.

## What the setting needs to do to improve further

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

- review and monitor the mealtime routine to improve children's learning experiences and enjoyment at this time
- enhance arrangements for self-evaluation to include the views of parents and children in order to assist in identifying areas for further improvement.

### Inspection activities

- The inspector observed the quality of activities indoors and outdoors and assessed the impact this has on children.
- The inspector spoke to children about their time in the club.
- The inspector held discussions with the manager and practitioners at appropriate times throughout the inspection.
- The inspector viewed a range of documentation, including policies and procedures, risk assessments and evidence of the suitability of practitioners working at the club.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sue Riley

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Practitioners have a good understanding of their roles and responsibilities to keep children safe. They know the signs and symptoms of abuse and know what action to take should they have any concerns about a child in their care. Practitioners monitor children's attendance and maintain all the required documentation to protect their well-being. A robust vetting and employment process, along with effective induction, ensures practitioners are suitable and have the skills needed for working with children. In addition, the manager completes regular supervision meetings to identify how the quality of practice can be improved. Secure risk assessment procedures are in place, which helps to minimise potential risks and keep children safe from harm. Practitioners effectively deploy themselves when children play outside so that they can see all areas. They maintain an open dialogue with teachers and parents so that any issues or concerns about children's care and development can be addressed quickly together.

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

Practitioners support children to develop a range of skills that helps to prepare them for their early school years. Children arrive happy and quickly follow the usual routine of seeing to their own belongings. This helps with the development of their independence and gives them a sense of responsibility as they put their coats and bags away. Practitioners create a warm and inclusive environment where children can be active or relax according to their preferences. They understand the differing needs of the ages of children attending and every child is offered a variety of opportunities. Practitioners' interactions with children are good. They involve children in meaningful conversations, ask effective questions and encourage them to think and respond for themselves. This helps to support children's communication and language. Children use their imaginations as they sit together and make creations using beads. They share the beads and find the various colours for their friends. Children have opportunities to take part in a range of activities, both indoors and outdoors. They confidently move in different ways, running, balancing and negotiating space as they play on the wooden activity trail and team games outdoors.

### Personal development, behaviour and welfare are good

Children settle into the club quickly. They develop good friendships with children of their own age and older. Practitioners are supportive and make children feel welcome. They encourage children to follow their own ideas and value their individuality, for example, during craft activities. Practitioners praise children for their achievements and effort. Children show they feel safe and secure in the setting as they confidently engage with visitors to the club. They know appropriate hygiene routines. For example, they queue up to wash their hands before sitting down to tea. Children develop an awareness of how to keep themselves safe. They learn how to use space and resources in a safe way. Children of all ages play cooperatively together. They are polite, well mannered and confident.

## Setting details

<b>Unique reference number</b>	254550
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	1041006
<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 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Seely Out of School Club Committee
<b>Registered person unique reference number</b>	RP907796
<b>Date of previous inspection</b>	26 June 2014
<b>Telephone number</b>	0115 9521997

Seely Out of School Club was registered in 1999. The club employs nine members of staff. Of these, four hold appropriate early years qualifications at level 3 and four hold a qualification at level 2. The club opens from Monday to Friday, all year round, closing only for the Christmas holidays. Sessions are from 7.30am to 9am and from 3.30pm to 6pm, during term time. It is open from 8am to 6pm, during school holidays.

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