

# Acomb Out Of School Club

## 2 trading as The Playden



Our Lady Queen Of Martyrs Rc Primary School, Hamilton Drive, York, YO24 4JW

<b>Inspection date</b>	27 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 is committed to providing high-quality care and learning for all children. He works with his well-qualified team of staff to ensure that children are well supported during their time in the setting.
- All staff are keen to continually improve what the setting offers to children and their families. The views of parents and children are actively sought as part of this process. Children are involved in planning and feel ownership of the setting as a result.
- Children are well supported when they start at the setting. Staff gather information about children and take time to learn about their likes and dislikes. This helps them to plan a developmentally appropriate environment to meet all children's needs.
- Staff are good role models who have high expectations of all children and teach them to be considerate and kind. Children of all ages play cooperatively and this helps to create a family feel in the setting. Behaviour is very good.
- Partnerships are very good. Staff use the same electronic system that school staff use for recording children's progress. This helps staff to complement children's learning and keep parents informed, as they can access this. Staff work with the local authority and other professionals to ensure children's needs are effectively met.

#### It is not yet outstanding because:

- Self-evaluation is not yet focusing closely enough on the assessing the impact of changes to practice to help strengthen development planning further.
- Although large-group activities involve all children well, they do not always enable staff to offer individual support where it is needed.

## What the setting needs to do to improve further

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

- enhance self-evaluation further and assess the impact of changes to practice to aid development planning
- review the organisation of group activities to ensure that staff are able to support children's individual needs most effectively.

### Inspection activities

- The inspector viewed all areas of the setting, both inside and outdoors.
- The inspector undertook a joint observation with the manager and assessed the quality of practice.
- The inspector observed children engaged in activities inside and outdoors.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to staff, parents and children during the inspection.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff know the signs and symptoms of abuse and neglect and what action to take if they have concerns about a child. Managers follow robust recruitment and induction procedures to ensure the suitability of all staff. Risk assessments and safety checks are completed and the setting is kept secure. Staff remind children about safety before they start activities and as they move around the setting using tools and equipment. This helps children to develop an understanding of what they need to think about to keep themselves safe. Staff deployment is well managed. Staff supervise children's play and are available to offer help and support. Staff are well supported to extend their knowledge and understanding further. There are many opportunities for continuous professional development. Feedback from parents is positive. They value the flexible service offered, feel welcomed by staff and say that their children are very happy.

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

Staff provide children with a varied and stimulating environment that is well resourced and organised to capture their interests. Staff play alongside children and help them to understand the world around them. Children celebrate different cultures. Staff welcome children as they come in from school and help them make selections from a buffet of Chinese food. An adult group-led activity focuses on teaching children to make spring rolls. Staff use clear instructions and ensure that all children are involved. Children listen carefully and are able to use good physical control to fill and form the rolls. These experiences are planned to build on and consolidate children's learning in school. Furthermore, they demonstrate the good communication that exists between school and the setting. Children are provided with good quality resources, tools, toys and equipment that promote all seven areas of learning. Children who speak English as an additional language are supported well. They are given time to become engrossed in activities and access and use resources flexibly. Staff ensure that parents know what children have been doing and learning.

### Personal development, behaviour and welfare are good

Children appear happy, relaxed and comfortable during their time at the setting. They are motivated, play together across all ages, take turns and share. Staff encourage children to use their good manners. Children say excuse me, please and thank you. Staff talk to children about their experiences in school and what they will be doing in the setting as they walk together from school. They praise positive behaviour and achievements and are quick to respond when children need them. This helps children to feel valued and listened to. Staff are successful at promoting children's physical and emotional well-being. There are many opportunities for children to play inside and outside. They are given the choice and there is a free flow between these environments, most of the time. This means that children can spend time where they most enjoy being. Children particularly enjoy being physically active outdoors. They practise running and balancing and play football with enthusiasm. Staff help children to develop an awareness of personal hygiene and good independence skills. Children follow rules and routines well.

## Setting details

<b>Unique reference number</b>	EY493889
<b>Local authority</b>	York
<b>Inspection number</b>	1026528
<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>	3 - 16
<b>Total number of places</b>	96
<b>Number of children on roll</b>	197
<b>Name of registered person</b>	Acomb Out of School Club Limited - trading as The Playden
<b>Registered person unique reference number</b>	RP524537
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07788983658

Acomb Out Of School Club 2 trading as The Playden was registered in 2015. The setting employs seven members of childcare staff, of whom one holds an appropriate early years qualification at level 4, four at level 3 and one at level 1. The manager holds a leadership and management qualification at level 6. The setting opens Monday to Friday, from 7.30am to 9am and 3pm to 6pm during term time and from 7.30am to 6pm in the school holidays.

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