

Pitstop out of School Club

32a, Hall Farm Road, Melton, Suffolk, IP12 1PJ



Inspection date

Previous inspection date

28 February 2017

9 August 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

Summary of key findings for parents

This provision is good

- Since taking over the pre-school previously running from the same premises, the setting has implemented many positive changes. This has helped to ensure that the pre-school children receive the same consistently good level of provision as that delivered by the out-of-school club.
- The pre-school manager is a good role model for her staff team and aspires to provide high-quality learning experiences for each child.
- The management team and staff successfully evaluate the strengths and weakness of the setting, and identify priorities for improvement for the benefit of the children and families attending.
- Children have access to a stimulating range of activities that captures their interest and enthusiasm to learn. Parents praise the Forest School sessions as being their child's favourite time at the pre-school. Children delight in the space and freedom to climb and get messy while learning to manage age-appropriate risks in a safe environment.
- Children learn to play together and take account of the feelings and views of others. School-age children are very accepting and caring towards the pre-school children.
- Pre-school staff work closely with the local school to prepare children for their move into the Reception class. Staff take children to visit the school and involve them in creating a book describing their feelings about going to school.

It is not yet outstanding because:

- Sometimes, staff do not use consistently high-quality teaching skills to provide higher levels of challenge and extend children's learning.
- Although the manager is introducing new ways of encouraging all parents to be more closely involved in their children's learning, this is not yet fully embedded in practice.

What the setting needs to do to improve further

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

- strengthen the monitoring of practice and provide all staff with more effective feedback, to help them raise the quality of their teaching to a higher level
- enhance the two-way flow of information with parents, providing greater opportunity for all parents to be more closely involved in their child's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager and the out-of-school club manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Gill Thornton

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management places a strong focus on ensuring all staff have a good understanding of child protection issues. Staff are confident about the action to take should they have any concerns about the safety or welfare of a child in their care. Staff carry out suitable risk assessments, especially on the Forest School activities, to ensure potential hazards to children are minimised. The pre-school manager is working hard to introduce further improvements. She is establishing a more effective system of monitoring staff performance, including more regular supervision meetings to help all staff continue to develop their practice. Continual professional development is supported well to help staff keep their knowledge and skills up to date. The pre-school manager monitors the progress of different groups of children to help identify and target any gaps in children's learning.

Quality of teaching, learning and assessment is good

Staff provide children with a wide range of activities, both indoors and outside. Activities and resources are mostly based around children's current interests. For example, during the Forest School sessions children have been showing a particular interest in mark making with mud. Staff support this interest well, planning fun and exciting activities to encourage all children to take part. During these sessions, staff provide support if needed, but allow children time to experiment and try out different ways of doing things. Access to a community farm enables children to learn how to care for a range of animals. For example, children excitedly take turns in bottle feeding a lamb. Staff accurately assess each child's stage of development to identify and plan for what they need to learn next.

Personal development, behaviour and welfare are good

Key persons work closely with parents to help children settle and develop confidence in the pre-school. Children develop close relationships with their key person, going to them for guidance and support when needed. Staff help children learn to follow good health and hygiene routines. Staff praise children for their good manners and thank them for being kind and helpful. The out-of-school club provides children with the freedom to play together and unwind after a long day at school. Parents are very complimentary about the care their children receive. They praise staff for creating a friendly and welcoming atmosphere, and say their children love attending.

Outcomes for children are good

Children are working at expected levels given their starting points and capabilities. They are developing key skills to support their next stage of learning and eventual move on to school. Children are particularly animated and engaged while playing outdoors. They demonstrate curiosity and are eager to explore and experiment with their own ideas. They are learning to negotiate and play together cooperatively. Children develop independence as they find their own coats and attempt to put them on before going outside. Children demonstrate resilience. They laugh and get up without complaint if they slip over in the mud at the community farm. Children develop tolerance and an understanding of the needs of other children.

Setting details

Unique reference number	EY424658
Local authority	Suffolk
Inspection number	1065670
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 14
Total number of places	30
Number of children on roll	98
Name of registered person	Pitstop Out of School Club Community Interest Company
Registered person unique reference number	RP909957
Date of previous inspection	9 August 2013
Telephone number	07732681125

Pitstop Out of School Club was registered in 2011. It employs eight members of childcare staff. Of these, six hold appropriate early years qualifications ranging from level 3 to level 6, including one with early years professional status. The setting opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children. The setting also provides wrap-around care for children from a number of local primary schools.

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