

All Hallows Kabin (O.O.S.C.)

All Hallows Primary School, Priory Road, Gedling, NOTTINGHAM NG4 3JZ



Inspection date	3 December 2018
Previous inspection date	13 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 make sure children are safe and implement effective risk assessments indoors and outside. Staff encourage children to understand how to keep themselves safe and identify potential risks for themselves.
- Children's behaviour is good and they play very well together. Children are kind and caring. They show each other mutual respect, listen attentively and talk to one another. Children develop good social skills as they mix well with different year groups.
- The manager has worked hard since the last inspection. She has built strong and valuable partnerships with the on-site school. This helps to fully support all children and ensure staff meet their care and welfare needs consistently.
- Staff provide a wealth of experiences that captures children's natural curiosity and imagination successfully. Children make independent decisions from a vast array of stimulating resources. Staff plan activities carefully to fully complement children's learning in school.
- The manager and staff are well qualified and experienced. They work well together to ensure they promote children's safety fully at all times.
- Children learn about the importance of healthy lifestyles. They enjoy physical activity, such as learning yoga moves, playing ball games and outdoor play. Children enjoy taking part in cooking sessions, which helps them to learn all about what a balanced diet is and how to make healthy choices.
- Supervisions do not focus sharply enough on continuing to develop staff's knowledge and skills to raise the quality of teaching even further.
- During some activities, staff do not consistently give children full support to extend their thinking skills and they are sometimes too quick to provide the answers for children.

What the setting needs to do to improve further

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

- enhance supervisions and support staff to build further on their good-quality interactions with children to raise practice to the highest level
- make the most of opportunities for children to develop their thinking skills during play and allow more time for children to answer questions.

Inspection activities

- The inspector spoke to the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged in a joint observation with the manager to evaluate the impact of staff interactions on children's play.
- The inspector observed staff interactions with the children during activity times, outdoor play, snack time and hygiene routines.
- The inspector sampled various documents, including staff records, risk assessments, children's records, self-evaluation and a range of policies and procedures.
- The inspector spoke to some parents and took account of their views.

Inspector
Carly Polak

Inspection findings

Effectiveness of leadership and management is good

The manager is committed to providing families with high-quality childcare. She is ambitious and reviews the quality of the provision well alongside her team. Together they seek the views of parents and children to enable them to develop the provision and make continuous improvements. Children are fully involved in making decisions about the club. For example, children vote on who they would like to be the club representatives. The representatives gain feedback from the other children about what they would like to see improve. Staff value children's ideas and take on board their feedback. Safeguarding is effective. Staff are vigilant about children's safety and know what to do if they are concerned about a child in their care. Parents value the club highly and staff make time to discuss their child's activities. Staff make sure that parents are involved and fully included. Staff utilise the skills of parents well. For example, they invite parents to lead workshops with the children during the holidays. Parents have implemented hammock building workshops and cooking activities from around the world with the children.

Quality of teaching, learning and assessment is good

Children settle immediately when they arrive at the club and choose what they want to do. They engage in self-chosen activities for significant amounts of time. Staff plan activities that they know children will enjoy and adapt their plans to suit children of all ages. For example, children enthusiastically join in with a group ball game outside. They show good emotional control when they are 'out', accepting it with good grace. Staff provide good opportunities for children to be creative and use their imaginations. Children work cooperatively in these activities, sharing and turn taking with ease. They use boxes, string and other resources to make their own Christmas decorations. Children enjoy making cakes and independently write their names on paper to tell staff which cake they have made. As younger children start to write, staff encourage them to spell out and write the letters that are familiar to them. Staff gather information about children's achievements in the club. They observe children and keep booklets which contain samples of children's work to show the progress they make to parents.

Personal development, behaviour and welfare are good

Children feel secure in the club. They have a key person who knows them well and liaises closely with their parents. Furthermore, when younger children first start, staff provide them with an older 'buddy'. The buddy plays with them and helps them to explore the new environment with confidence, boosting their self-esteem. Children are extremely confident and independent. For example, during mealtimes they prepare their sandwiches and pour their own drinks. Staff are interested in the children and use their connections with the early years teachers to discover what children are doing at school. For example, when an ambulance comes to the school, staff are aware of this and plan activities, such as making their own ambulance out of boxes. They encourage children to share news about their school day, which helps to make them feel valued and listened to. Staff value children's cultures and, in close partnership with parents, encourage families to share their beliefs and celebrations.

Setting details

Unique reference number	258604
Local authority	Nottinghamshire County Council
Inspection number	10072733
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	24
Number of children on roll	54
Name of registered person	All Hallows Kabin (O.O.S.C) Committee
Registered person unique reference number	RP522898
Date of previous inspection	13 January 2016
Telephone number	0115 9617698

All Hallows Kabin (O.O.S.C.) registered in 2001. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time, from 7.30am until 8.50am, and then from 3.20am until 6pm. The club also opens during school holidays from 7.30am until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

