

Poppleton Road Out Of School Club



The Annexe, Poppleton Road Primary School, York YO26 4UP

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| Inspection date | 20 February 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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 manage children's transitions to the club extremely well and there is an effective key-person system. This helps to promote children's emotional well-being. Staff work in close consultation with parents and children's Reception teacher to complement children's care and experiences.
- Staff provide a good range of activities for children. They enhance these during the school holidays, for instance, through trips, workshops and sports sessions. Staff also reinforce skills that are essential for children's future learning as they move through primary school and beyond. Children play together amicably and collaboratively.
- Children are very settled in the relaxed and friendly environment. The good deployment of staff means that children can move freely between indoors and outdoors, in line with their individual preferences.
- Staff promote children's safety and welfare effectively. They ensure that the premises are safe and secure. As part of this, they stringently monitor access to the club, including, for example, through closed-circuit television. Staff also help children to learn about dangers and keeping themselves safe. For example, they teach them about road safety and online safety.
- Staff work closely to evaluate and take practice forward. They use many tools for self-reflection and their commitment to improvement is reflected in continually evolving action plans.
- Children are involved in sharing their ideas and making decisions in many effective ways. This helps children to feel valued and develop a sense of ownership of how the club is run.
- Staff do not consistently reinforce children's social skills and understanding of the club's rules to the highest level during some routines, such as the large group tea.
- Although the manager has introduced peer observations to enhance the monitoring and development of staff's practice, these are not used to full effect.

What the setting needs to do to improve further

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

- reinforce children's social skills and understanding of the club's rules consistently to the highest level
- embed further the systems that support the performance management of staff, to raise the quality of their interactions to the highest level.

Inspection activities

- The inspector observed a range of activities, inside and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection. She also spoke with the club's local authority adviser.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector observed staff working with the children and discussed the joint observation of practice with the manager.
- The inspector checked evidence of staff's suitability and a range of other documentation, including policies and procedures to safeguard children.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff undertake regular child protection training. They have a secure knowledge of the possible indicators of abuse and the reporting procedures. The club leader's qualification has a positive impact on her management of the club. Staff have regular supervisory meetings and are encouraged to attend some further training. This helps them to gain new ideas to improve practice, for instance outdoors. The manager utilises many external sources of information to keep abreast of changes. She positively welcomes advice from regular local authority quality improvement audits. Parents give their feedback to help inform the service. For instance, they complete an online survey. Children give feedback through questionnaires and their children's council. They make suggestions, for example, about snacks, activities and outings.

Quality of teaching, learning and assessment is good

Children enter happily and are clearly familiar with the routine. Staff talk to children about the activities available and encourage them to take a vote on the options available for outdoor play. Children are keen to take part in accessible activities and have a positive disposition. They thoroughly enjoy activities such as baking buns, where they show very good focus and engagement. Staff make generally good use of opportunities to build on children's knowledge and existing skills. For example, they reinforce mathematical concepts as children weigh ingredients. Children practise their small physical skills, important for early writing. For example, they carefully crack eggs and vigorously stir all the ingredients together until they create a smooth mixture. They then carefully scoop this into bun cases. Staff record their observations and children's achievements for the Reception teacher. This helps them to contribute to assessments of children's progress. Furthermore, staff complement the Reception teacher's planning.

Personal development, behaviour and welfare are good

Children develop a strong sense of belonging. They are allocated their key person before they have settling-in visits. Parents are given information and a photograph of their child's key person and asked to complete an 'All about me' document. This helps staff to get to know the children. The key-person system is strengthened, for instance, by staff collecting their own key children from Reception class. Children are clearly at ease in the club and readily approach the kind, caring and helpful staff. New parents receive good-quality information, for instance through a detailed parent pack. The manager also shares further information about the club through her attendance at the host school's information evening. Good information-sharing continues with parents, thereafter. Children readily share resources and patiently wait to take turns to stir the bun mixture or roll the dice while playing a board game. Staff celebrate diversity with children in many ways. For example, children learn about different festivals and create self-portraits to demonstrate their own uniqueness. These are reflected in their 'All about me' display. Children help to create the displayed club rules and follow these well in most respects. Children wash their hands before eating and baking and have healthy food options. This helps to promote their physical well-being and understanding of healthy lifestyles.

Setting details

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| Unique reference number | EY543552 |
| Local authority | York |
| Inspection number | 10090474 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Out-of-school day care |
| Age range of children | 4 - 10 |
| Total number of places | 30 |
| Number of children on roll | 143 |
| Name of registered person | Poppleton Road Out Of School Club CIO |
| Registered person unique reference number | RP543551 |
| Date of previous inspection | Not applicable |
| Telephone number | 01904 340999 |

Poppleton Road Out Of School Club re-registered in 2017 due to a change in legal entity. The club employs nine members of childcare staff. Of these, three hold appropriate early years qualifications; two are at level 2 and one is at level 3. The club opens from Monday to Friday, all year round. During term time, sessions are from 7.30am to 8.45am and from 3.15pm to 6pm. During the school holidays, sessions are from 7.30am to 6pm. The club solely accommodates the children of the host school during term time.

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