

Eastfield Out of School Club



Eastfield Primary School, Eastfield Road, HULL HU4 6DT

Inspection date	12 March 2019
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

This is a provision that requires improvement

- Not all staff have a good understanding of how to protect children from extreme views and behaviours.
- The provider's monitoring of staff practice does not focus precisely enough on raising the quality of teaching to a good level. Professional development and training opportunities for staff are limited, which does not ensure continuous improvement.
- There is scope to provide children with greater experiences to promote their understanding of people, families and communities beyond their own.
- Opportunities to extend children's learning are not consistent across all staff, meaning that children are not provided with challenging activities.

It has the following strengths

- Staff are friendly and promote consistent care routines with the children.
- Children have formed secure attachments with the staff. They are confident in themselves and in exploring their surroundings.
- Children consistently display good behaviour and know what is expected of them. They show high levels of confidence in social situations.
- Relationships between staff and children are positive. Staff act as good role models in relation to how children behave towards each other.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have a secure knowledge of wider safeguarding matters to further promote children's welfare	26/03/2019
monitor more precisely how staff can develop their current practice, providing opportunities for their professional development to raise the quality of teaching to a higher level.	12/05/2019

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

- provide additional opportunities for children to learn about the similarities and differences between themselves and others
- increase information gathered from parents to help tailor children's activities.

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 the manager, staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of the manager and staff.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Kirsty Capes

Inspection findings

Effectiveness of leadership and management requires improvement

Children enjoy their time at the club overall. However, they are not provided with activities that fully challenge them. Opportunities to extend children's learning are missed. The arrangements for safeguarding are effective. The management team and staff have a suitable knowledge of the possible signs and symptoms of abuse and the reporting procedures that keep children safe. However, not all staff fully understand their role in protecting children from extremist views and behaviours. Relationships between staff and children are positive. Managers are clear about the priorities required to improve the setting. However, monitoring of staff practice does not focus on raising the quality of teaching. Professional development and training opportunities for staff are limited. As a result, the quality of teaching is variable. Recruitment and vetting procedures are sound and ensure that staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

Staff plan a range of activities for children. However, staff do not gain information from parents to help them adapt activities to support the differing abilities of children in their care. Children are keen to take part in activities when they arrive at the setting. They enjoy using mathematical language during the tower building activity. However, at times, activities lack challenge which does not support children's good progress and next steps in learning. Staff are friendly and promote consistent care routines with the children. Staff are aware of how to meet the emotional needs of children. Parents value the approaches taken by staff to support children's care needs.

Personal development, behaviour and welfare are good

The indoor environment is warm and welcoming. Children enjoy taking part in the activities available to them. Children are beginning to learn about people and communities. For example, they know the role of the police and how they help the local community. There is scope to increase these opportunities even further. Children show mutual respect towards each other and work well in groups. This promotes their personal, social and emotional development well. Younger children enjoy working alongside older children, who role model good behaviour and help them to count while building towers. Children have formed secure attachments with the staff. They are confident in themselves and in exploring their surroundings. Children consistently display good behaviour and know what is expected of them. Staff are vigilant and monitor behaviour well. Children are able to manage their own risks and keep themselves safe. Self-care skills are encouraged and independence is promoted. For example, when children are offered snack, they know how to wash their hands and the purpose behind this. Children receive suitable opportunities to support their physical development and access healthy snacks. This promotes their understanding of healthy lifestyles.

Setting details

Unique reference number	509943
Local authority	Kingston Upon Hull City Council
Inspection number	10063903
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 - 11
Total number of places	36
Number of children on roll	65
Name of registered person	Alexander, Vivien
Registered person unique reference number	RP512787
Date of previous inspection	21 April 2016
Telephone number	01482 561149

Eastfield Out of School Club registered in 1994. The club employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one staff member holds a qualification at level 6. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 9am and 3.10pm 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.

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