

# Inspection of Hometime breakfast and after-school club - Westfield

Westfield Primary School, Westfield Road, Cottingham, Yorkshire HU16 5PE

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Inspection date:

10 June 2021

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

The knowledgeable provider ensures the club is well organised and welcoming. Children arrive happy and full of enthusiasm. The club's ethos is that children are central to everything. To this end, children contribute to the planning of activities and themes. They have opportunities to share their thoughts and opinions with staff through effective evaluation processes. Children talk about what worked well and what they would like to do next.

Children tell the inspector that staff look after them well, are kind and keep them safe. They enjoy their time at the club and show affection for all staff as they involve them in their play. Children are happy and well behaved across all age groups. They wait patiently and are well mannered. Staff have appropriately high expectations of children. They remind them to say please and thank you and to follow the club rules.

The provider has reflected on the impact of COVID-19 (coronavirus) on all groups of children. They recognised that some younger children initially felt overwhelmed on their return to the club. The provider now ensures that younger children have access to a quiet space and extra support from staff. This has helped staff to swiftly and effectively attend to children's emotional needs.

### **What does the early years setting do well and what does it need to do better?**

- Children know and anticipate the daily routines, such as hand washing on entry to the club and before eating snack. This helps them learn what they can do to help prevent the spread of illness and infection. All staff members know the children well and refer to them affectionately as 'the club family'. Children benefit from the strong bonds they have established with staff. They talk about their families, school life, likes and dislikes. Staff's genuine interest in children is evident. This helps children develop a sense of belonging in the home-from-home environment. The staff team are hard working and dedicated to their roles. They work tirelessly to promote children's physical and emotional well-being. Children respond to the caring nature of staff and trust them.
- Children benefit from a rich set of experiences. They make hedgehog dens and have opportunities to grow and taste potatoes. Children use scissors to cut bear shapes from card as part of a 'Goldilocks and the Three Bears' craft activity. They proudly display their artwork for all to enjoy.
- Children are confident and self-assured. Staff use praise and encouragement to enhance children's emotional well-being. They recognise children's achievements. For example, they praise children's efforts using scissors, during cutting and threading activities. Staff share children's new skills with parents

using a range of approaches. This helps to keep parents well informed about their children's progress. It also supports parents to further extend children's interests and skills at home. The provider has used self-evaluation processes to identify plans to provide a wider variety of meals and snacks. However, current social distancing restrictions have meant that the plans have not yet been put in place.

- Children join in with play, both inside and in the outdoor area. They have fun as they play with hoops, skipping ropes and chase balls outside. Children have positive attitudes to each other, adults and their chosen play activities. Staff provide guidance and encouragement which helps enthuse and reassure children. Staff are positive role models and respond promptly to requests from children. Children's behaviour is a reflection of the care and respect they receive from staff. They listen intently, follow instructions and take pride in themselves and the club.
- The provider and staff are passionate about developing their professional skills and knowledge. The provider makes sure they access a range of training opportunities. These include attending various safeguarding courses and behaviour management training. This helps build on staff's knowledge of the various ways they can support children's emotional needs. The provider supports her staff well. Regular appraisals, supervision meetings and useful feedback helps them develop as professionals.
- Children demonstrate respect and tolerance of each other's differences. They participate in cultural festivals and religious celebrations, such as Christmas time, Mardi Gras and Chinese New Year.

## Safeguarding

The arrangements for safeguarding are effective.

The provider has worked closely with the host school throughout the COVID-19 pandemic to ensure all safeguarding arrangements remained effective. Staff monitor children's attendance and maintain good communication with parents and professionals. The provider uses social media, emails and telephone discussions to help update parents of any changes to safeguarding arrangements due to the COVID-19 pandemic. For example, they ensure parents know the current procedure for when they drop off and collect their children. This ensures that individuals maintain safe distances and helps minimise the potential spread of the COVID-19 virus. All staff understand child protection matters. They access refresher training that helps them to recognise the potential signs and symptoms of abuse and neglect. Staff know the procedure to follow if they have concerns for children's welfare or safety.

## Setting details

<b>Unique reference number</b>	2510461
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10194497
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Hometime Childcare Limited
<b>Registered person unique reference number</b>	2510459
<b>Telephone number</b>	
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hometime breakfast and after-school club - Westfield registered in 2018. Opening hours are from Monday to Friday term time only. Sessions are from 7.30am to 9am and 3.30pm to 6pm. The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a relevant level 2 qualification.

## Information about this inspection

**Inspector**  
Karen Tyas

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together and the provider explained what activities are on offer for children.
- Children talked to the inspector at various times throughout the inspection and she took account of their views.
- Discussions were held between the inspector and parents. The inspector also viewed written feedback provided by parents and the host school prior to inspection. She took account of all views.
- The inspector spoke to staff and the provider. She checked the staff's understanding of safeguarding issues and looked at a sample of relevant documentation, such as evidence of staff's suitability and qualifications.
- The inspector held discussions with the manager about her leadership and management. They discussed several aspects, including the process of self-evaluation, plans for continual improvement and staff supervision.

We carried out this inspection 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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