

Inspection of Clifton Moor Out Of School Club

Lakeside Primary School, Oakdale Road, York, Yorkshire YO30 4YL

Inspection date:

19 October 2021

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are excited to attend the out-of-school club after their school day. Younger children who attend are safely collected from school by staff. All children, including those children with special educational needs and/or disabilities, arrive happily and follow their own interests. Children are involved in making decisions about the activities offered. They enjoy the wide range of resources. Staff promote children's physical development well. Children enjoy playing football and riding on bicycles outside. They play energetically and enjoy the fresh air.

Children of all ages demonstrate that they feel safe and secure through their positive behaviour. Staff act as positive role models for the children. They attentively listen to children and encourage them to take turns in speaking. Staff have clear expectations about children's behaviour, and children know and understand the rules. Children play cooperatively with their peers.

Due to the COVID-19 (coronavirus) pandemic, the setting has reviewed its arrangements for collecting children to reduce contact. Parents are supportive of the changes to collecting their children and share extremely positive feedback about the setting. Parents comment that their children 'love coming to the club' and remark on the caring and approachable staff team. Children have adapted well to the changes made, such as collecting their own belongings as parents arrive. This has encouraged children to become more independent.

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

- Children are good communicators. They are confident to interact with unfamiliar people. Children talk to the inspector and describe their time at the club as 'great'. They value the staff, and describe them as 'kind' and 'good to talk to'. Children recall happy memories and have nothing negative to say about their time at the club. They look forward to attending the club after a long day of learning at school.
- Partnership working with the host school is strong. This helps staff to have a better understanding of the needs of the children who attend. Staff exchange information and relay messages from teachers and parents to help with communication and consistency. They also use what they find out to provide experiences for children, which complement their learning experiences at school.
- The committee governs the staff team well. It knows what staff need to do to enhance the club further and fulfils its role very successfully. Individual committee members access training specific to their lead roles, such as safeguarding and recruitment. The committee has clear procedures and guidance for staff to follow to ensure that they check staff's ongoing suitability.

- Children are enthusiastic and motivated learners. Staff differentiate activities to challenge children. For instance, the youngest children use paint to create artwork. Older children create faces by cutting and sticking small pieces of paper onto their painted pumpkin paper plates. This helps children to develop their smaller muscles. The most-able children write their names and label their work.
- Children respond well to staff's expectations of how to conduct themselves while at the club. Children are kind and caring towards each other and respect each other's opinions. For instance, as older children build a road, they encourage younger children to join in and listen to their ideas.
- Staff offer children a range of healthy snacks, such as fruit and toast, which take account of children's special dietary requirements or allergies. Children come together as a group for snacks. They show good skills as they use simple utensils to serve themselves. Staff encourage good hygiene procedures. As a result, children learn why it is important to wash their hands regularly.
- Staff comment that they are happy and feel supported in their roles. The manager works alongside staff, supporting their practice. Staff have appraisals and supervision sessions in place to help to develop their practice. However, the manager needs to enhance the systems for monitoring staff's practice, to extend their professional development further.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident about the procedures they must follow if they are concerned about the welfare of a child. They know the signs of abuse and neglect and to be alert to broader safeguarding issues and whistle-blowing procedures. The manager ensures that staff maintain their statutory training, such as paediatric first aid and child protection. Staff are also kept up to date through regular staff meetings and additional training. All members of staff complete daily risk assessments to ensure that any hazards are identified and removed. They supervise children well. This helps to keep children safe.

Setting details

Unique reference number	EY561557
Local authority	York
Inspection number	10190767
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 at time of inspection	3 to 10
Total number of places	32
Number of children on roll	72
Name of registered person	Clifton Moor Out of School Club Committee
Registered person unique reference number	RP910415
Telephone number	07815637339
Date of previous inspection	Not applicable

Information about this early years setting

Clifton Moor Out Of School Club registered in 2018. The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting offers a before- and after-school club during term time from 7.30am to 9am and from 3.30pm to 6pm.

Information about this inspection

Inspector
Julie Dent

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector and manager completed a learning walk across all areas of the provision to understand how leaders and staff organise the curriculum and environment.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the manager and staff at appropriate times throughout the inspection.
- A joint observation of a planned activity was carried out by the inspector and the manager.
- The inspector spoke to children and observed their activities. She spoke to parents and considered their views.

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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