

Head On In Kids Club

Inmans County Primary School, Inmans Road, Hedon, North Humberside
HU12 8NL



Inspection date	10 April 2019
Previous inspection date	22 December 2014

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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
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.
- Committee members are not always fully experienced or have the skills needed for the roles that they undertake.
- Opportunities to extend children's learning are not consistent across all staff, for example, in providing children with challenging activities.
- The provider does not focus monitoring of staff practice precisely on raising the quality of teaching to a good level. Professional development and training are available. However, the programme is not targeted to help secure continuous improvements.
- Children do not have a breadth of experiences to help to support their understanding of people, families and communities beyond their own.

It has the following strengths

- Relationships between staff and children are positive. Staff are good role models, for example, in how to behave towards each other.
- Leaders and managers consistently ensure that behaviour is positive, and they challenge children where this does not meet expectations. As a result, children are courteous towards each other.
- Staff are friendly and promote consistent care routines with children.
- Children form secure attachments with staff. They are confident in themselves and in exploring their surroundings.
- Parents are welcomed into the setting. They are able to share their views and contribute well towards their children's learning.

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 that all staff have a secure knowledge of wider safeguarding matters to promote children's welfare fully.	25/04/2019

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

- embed robust procedures that monitor staff training and development in order to help to raise standards to the highest possible levels
- implement rigorous procedures to help ensure that all committee members are effective in their role and are adequately trained for their duties
- provide additional opportunities for children to learn about the similarities and differences between themselves and others
- consider ways that allow all staff to consistently extend children's learning to the highest levels.

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 staff and children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector took account of the view of a committee member through verbal feedback provided.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the out-of-school club.

Inspector
Kirsty Marris

Inspection findings

Effectiveness of leadership and management requires improvement

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 to follow that help to keep children safe. However, not all staff fully understand their role in protecting children from extremist views and behaviours. Professional development and training opportunities for staff are varied. Staff can access a range of online training. However, this is not always focused on the quality of teaching, which results in some inconsistencies. Recruitment and vetting procedures for staff are sound and are implemented well to help to ensure that individuals are suitable to work with children. Children enjoy their time at the club overall. There are a wide range of activities for children. However, staff are not always as effective in supporting children to extend their learning opportunities. Committee members are not always fully supported to enable them to undertake suitable training for their roles, to help improve standards and expectations to the highest levels.

Quality of teaching, learning and assessment is good

Children are keen to get started when they arrive at the setting. They are motivated and eager to join in with the activities that are offered to them. Staff are friendly and promote care routines with children effectively. As a result, children are aware of how to maintain hygiene standards to a good level. Children access a wide variety of resources that allow them to develop the social skills needed for future learning. They are confident in their social surroundings and can steer their own learning. However, children do not consistently have opportunities to extend their own learning and development. 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 and the importance placed on parents being a part of their children's learning.

Personal development, behaviour and welfare require improvement

Staff do not have a good understanding of wider safeguarding issues and this potentially has an impact on children's welfare. Nevertheless, the environment is warm and welcoming to the children and they are interested in what is provided for them. Children develop strong bonds with the staff. They are beginning to learn about people and communities beyond their own. For example, some children explore their local community through trips and visits, both internally and externally. However, there is scope to increase these opportunities even further. Children consistently display good behaviour and know what is expected of them. They show high levels of confidence in social situations. 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 ones, who role model good behaviour and include those younger than themselves in their play. For example, when in the role-play area, younger children are encouraged to be a part of the learning experience by their older friends. Children enjoy suitable experiences to support their physical development and access healthy snacks. This promotes their understanding of healthy lifestyles.

Setting details

Unique reference number	314644
Local authority	East Riding of Yorkshire
Inspection number	10060160
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 - 12
Total number of places	56
Number of children on roll	120
Name of registered person	Head On In Kids Club Committee
Registered person unique reference number	RP518459
Date of previous inspection	22 December 2014
Telephone number	01482 896432

The Head On In Kids Club registered in 1998. It is operated by a management committee. There are currently seven staff working directly with children. Six of these have an appropriate early years qualification at level 3, including the manager. The setting opens Monday to Friday from 7.30am to 9am and from 3.30pm to 6pm, term time only. The club operates during school holidays from 7.30am to 6pm, weekdays only.

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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