

Inspection of Poppleton School's Out Club (PopSoc)

Main Street, Upper Poppleton, YORK YO26 6JT

Inspection date: 27 June 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily at the end of their school day. They quickly put away their belongings and get involved in the good range of activities on offer. Staff greet them warmly. Some children give a 'high five' on arrival and others offer staff a hug. This shows how safe and secure children feel in the club.

Staff provide opportunities for children to play indoors and outdoors. Children can decide where they play, and choose to be active or to wind down after a busy day at school. Some children choose active play outdoors, such as swing ball, football or giant board games. Others choose to build a den and relax in it with a book, along with their friends. Children join in activities that staff have planned especially for them. For example, those who enjoy being creative spend time designing and making a rainbow. They paint very precisely, taking their time and concentrating deeply. They show great pride in their work when staff offer them plenty of praise. Other children prefer to play games such as chess. They explain the rules to one another, and teach younger children how to play.

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

- There is a strong partnership between the club and the school where it is located. Staff complement and extend children's learning in school through fun games and activities linked to topics that children are familiar with.
- Staff know children well, and know what their interests and preferences are. This helps to ensure children are occupied and enjoy their time in the club. Children are able to join in planned activities or lead their own play. A wide selection of craft resources is available for them to select from, which supports them to be freely creative.
- Children listen to staff and follow instructions. They are familiar with cues from staff that mean it is time for them to complete actions, such as to fold their arms and listen. Children show respect to their peers and to staff. They are polite and eager to help.
- Leaders encourage staff to develop and extend their own professional skills. They give positive feedback to staff and offer suggestions to make activities even more effective. For example, during a creative activity, the manager notes that children could have drawn and cut out some shapes themselves, rather than staff providing a template.
- Staff morale is high. They are happy and confident in their roles and are keen to review and improve practice. This indicates good capacity for ongoing improvements to the good quality service.
- Children contribute to activity plans, which helps to ensure that their interests and needs are met. Staff value their opinions and suggestions. Children describe

the club as 'amazing' and 'crazy fun'. They particularly like the special crumpets they get during the holidays.

- Staff and children work together to grow their own fruit and vegetables. Staff use the opportunity this activity provides to teach children about a healthy diet. Children are becoming more open to trying new foods and learning to understand the importance of good nutrition.
- Parents speak highly about the club and its staff. They feel assured that their children are happy and safe. They say communication from staff is excellent and that the club 'feels like an extended family'.
- Staff support children's emotional needs very well. They are very aware of circumstances that may affect children's confidence or sense of security in the group. They have sought support from outside agencies for children to help them through difficult times.
- Children know about good hygiene habits. They understand the reasons for keeping their hands clean and tell the inspector about 'catch it, bin it, kill it' routines to keep germs at bay. Their good health is further promoted by plenty of opportunities for fresh air and exercise.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and committee members undergo professional development opportunities that help them to maintain a secure and up-to-date knowledge of safeguarding. Staff know what to do if they are concerned about a child's welfare. There are robust procedures for recruiting new staff and committee members that help to ensure that those responsible for the childcare are suitable. There are clear whistle-blowing procedures to ensure that any concerns about staff suitability are managed swiftly and appropriately. Frequent risk assessments help to ensure that the premises and activities are safe and suitable for the children.

Setting details

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| Unique reference number | 321481 |
| Local authority | York |
| Inspection number | 10229319 |
| 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 | 4 to 11 |
| Total number of places | 50 |
| Number of children on roll | 113 |
| Name of registered person | Poppleton Schools Out Club Committee |
| Registered person unique reference number | RP518354 |
| Telephone number | 01904 783653 |
| Date of previous inspection | 11 January 2017 |

Information about this early years setting

Poppleton School's Out Club (PopSoc) registered in 2000. It is located on the site of Poppleton Ousebank Primary School in York. The club employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday all year round. Sessions are from 7.30am to 9am and 3.15pm to 6pm during term time and from 8am until 6pm during school holidays.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with managers and staff and has taken that into account in her evaluation of the setting.
- The manager talked to the inspector about the activities provided and showed her around the areas of the school used for childcare.
- The inspector observed activities both indoors and outdoors and the interactions between staff and children.
- Leaders met with the inspector to discuss leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She took account of the views of parents from written feedback provided.

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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