

Inspection of Hometime breakfast and after-school club - Kirk Ella

Kirk Ella St Andrew's Community Primary School, West Ella Road, Kirk Ella, Hull
HU10 7QL

Inspection date:

26 September 2023

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 happily enter the out-of-school club ready to relax and spend time with their friends. Staff are enthusiastic in their interactions with children. They help them to settle quickly, and children respond positively to them. Staff are vigilant in their supervision of children. They carefully ensure all children are in sight when in the large outdoor area. They support them as they get plenty of fresh air and exercise, before having a healthy and balanced snack.

Staff value and respect children's choices. Children participate in the running of the setting as they elect junior leaders from their peers to represent them. They contribute to the planning of activities in the setting and staff help them to make changes. Staff support children to access both adult- and child-initiated activities, which link to their individual interests. They promote their fine motor skills as the children skilfully cut out pictures and practise their writing. Staff promote children's communication and language as they encourage children to talk about their school day and plans when they get home.

Staff engage children in the rule making and boundaries of the out-of-school club. Children remind their peers about expected behaviour and this contributes to their overall good behaviour. Older children act as positive role models for younger and newer members of the club.

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

- Staff strive to offer an inclusive service. Additional support is offered as required to ensure all children can access a range of activities and have the same opportunities as other children. Home visits are offered for children who have additional needs in addition to encouraging visits prior to the child starting. A strong key-person system ensures younger children are supported well and given reassurance if necessary. This ensures children's needs can be fully met.
- Leaders report good relationships with their host school. Staff build positive relationships with school staff, which enables the sharing of information to support children's time in the setting. They understand when children may need emotional support and signpost parents to obtain this.
- Parents feel the variety of activities available, ensures children are eager to come to the setting. They are able to share information with staff about their children and value the support given to their family situations. Parents feel staff keep them informed about their child's time at the setting through verbal feedback and newsletters.
- Staff evaluate the provision through regular reflections and feedback from both parents and children. More recently, questionnaires have been sent to parents to

gather an insight into their views and assessment of the setting.

- Staff teach children about the benefits of healthy choices. They encourage children to enjoy the fresh air as they play tennis and football. They allow children to choose from healthy snack options and help them to understand the differences between healthy choices and treats. Children know the importance of good hygiene. They automatically wash their hands after outdoor play, before sitting down to eat snack.
- Staff encourage children to develop their independence skills. They carry their school bags and belongings from school, hanging their coats and bags on their hooks. They pour their own drinks at snack time and clear their cups and plates away without being asked.
- Staff support children to develop their social skills. They sit with children as they eat their snack and talk about their day. They encourage them to recap on previous activities they have done and plans for the future. Children spontaneously start conversations with staff, seeking them out to tell them things. This relaxed time enables children to build relationships with their peers and adults.
- Staff skilfully use the space they have available to maximise opportunities for children to grow and develop. For example, there are areas available for children to relax and do creative activities. In addition, the outside areas enable children to develop their gross physical skills. They run around playing football and enter into imaginative role play.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a suitable understanding of safeguarding issues. They are aware of the signs which may indicate a child is being abused or neglected and know the action they must take to protect children. They understand how to keep children safe online. Staff ensure the setting is safe for children's arrival and take steps to minimise any risks. Leaders follow safer recruitment practices. In addition, staff's ongoing suitability is determined through appraisals and ongoing training and support.

Setting details

Unique reference number	2648082
Local authority	East Riding of Yorkshire
Inspection number	10301282
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 10
Total number of places	40
Number of children on roll	114
Name of registered person	Hometime Childcare Limited
Registered person unique reference number	2510459
Telephone number	07561 848037
Date of previous inspection	Not applicable

Information about this early years setting

Hometime breakfast and after-school club - Kirk Ella registered in 2021. They are based at St Andrew's Community Primary School, Kirk Ella. The out-of-school club is open Monday to Friday during term time during the hours of 7.30 to 8.45am and 3.15 to 5.45pm. There are seven staff members, two of whom have a relevant level 3 qualification.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the out-of-school club.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of 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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