

Inspection of Langstone Out of School Club

Langstone Infant School, Stride Avenue, PORTSMOUTH PO3 6HL

Inspection date:

6 November 2023

**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 are happy and excited at the out-of-school club. They arrive from their classrooms and confidently put away their coats and bags. Staff build positive and meaningful relationships. They welcome children warmly, reassuring those who are still settling in. Children quickly become involved in the many interesting activities that have been set up for them.

Children behave well. They understand what is expected of them. For example, when staff hold up their hands in the air, children acknowledge that this is a signal to stop, look and listen. Children demonstrate a high level of respect for one another. They play kindly together, frequently involving each other in games, such as tag. Children understand the importance of sharing, and calmly wait their turn for items of outdoor equipment.

Leaders carefully plan activities that follow children's interests and build on their learning. For example, staff provide plenty of equipment to encourage children to develop their early writing skills. This includes large whiteboards and a variety of mark-making tools. Children draw creatively and staff offer them plenty of guidance and praise.

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

- Children have plenty of opportunities to explore their physical skills. They excitedly run and jump and play with large hoops in the spacious playground. Children laugh and giggle as they enjoy dancing together with pom-poms. Staff support children with ball skills. They play catching and throwing games together.
- Staff encourage children's communication and language well. They discuss the different activities that they have set up at the club, and engage in friendly conversations about bonfire night. Children demonstrate that they feel comfortable talking to staff. They talk openly about their school day and discuss any worries that they have. Children's well-being is fully supported by staff.
- Leaders provide staff with regular opportunities to engage in training. For example, they have recently completed a course to extend their knowledge of the early years foundation stage. This has enhanced their understanding of how to extend and build on younger children's learning. This also supports staff to continuously build on their professional development.
- Parents speak highly of the out-of-school club. They say that their children always talk excitedly about the painting and craft activities. Furthermore, parents discuss the excellent communication that they receive from staff each day. Parent partnerships are strong.

- Staff provide children with a variety of different foods items to try. Children construct their own wraps and sandwiches to enjoy together at snack time. Staff encourage children to try portions of the many fruits and vegetables available. Children are supported in making healthy lifestyle choices.
- Children are highly engaged in the many exciting activities that are set up for them. They explain that they especially enjoy the pretend cafe, where they can make the grown-ups pretend food. Children remain involved in their creative activities for long periods. They learn to cut, stick and join different materials as they make firework rockets.
- Staff follow younger children's interests and build on their curiosity. When children enjoy exploring the toy animals, staff count them and help children to organise them into different groups. Staff extend children's learning as they discuss the names of each of the baby animals.
- Leaders ensure that they receive plenty of information about each child before they start at the school club. They liaise with school teachers and the special educational needs coordinator. This ensures that all children are supported fully. Staff also complete an 'All About Me' form to support them in creating purposeful activities that build on children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a robust safeguarding policy in place. This is frequently reviewed and shared with parents. Staff carry out daily risk assessments to ensure that the areas of the school they use are safe and secure. Leaders ensure that staff complete mandatory safeguarding training. This heightens their knowledge of concerns, such as female genital mutilation and county lines. Staff explain the symptoms that may lead them to be concerned that a child has become victim of abuse. Staff know the procedure that they must follow if they have a concern about an adult working with children.

Setting details

Unique reference number	143490
Local authority	Portsmouth
Inspection number	10307835
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 7
Total number of places	35
Number of children on roll	67
Name of registered person	Langstone out of School Club Committee
Registered person unique reference number	RP905240
Telephone number	07917852183
Date of previous inspection	28 March 2018

Information about this early years setting

Langstone Out of School Club registered in 2000. It operates from Langstone Infants School in Portsmouth, Hampshire. The club opens Monday to Friday during school term times. Daily sessions run from 7.50am to 8.55am, and 3.10pm to 5.30pm. There are four staff, of whom two hold a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Nicola Houston

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 spoke with the nominated individual about the leadership and management of the setting.
- The inspector spoke to children, to find out about their time at the setting.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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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