

Inspection of Extra Time Out of School Club

Darton Primary School, Station Road, Darton, BARNSELEY, South Yorkshire S75 5AD

Inspection date:

25 January 2024

**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

Staff greet children with warmth and kindness and talk positively about their day at school with them. This helps children to settle quickly and feel happy, valued and safe. Children demonstrate they are familiar with the daily routines that help them to feel secure. For instance, as they enter the club, they gel their hands before lining up to select from the healthy snack items on offer, which staff prepare.

Children enjoy their time at the friendly, welcoming and relaxed club, where staff help them to grow in confidence. Staff plan many activities that build on the knowledge and skills that children require for successful learning in school and beyond. For example, children practise their hand-eye coordination while using mark-making resources. They show excellent focus while drawing recognisable animals and staff encourage children to write their name on their pictures.

Children understand and follow the club's rules extremely well. They play harmoniously and happily share and take turns. Staff build on children's self-esteem and confidence. For example, they praise children for their 'amazing' drawings and capture these in photos to share with parents. Children delight in staff's positive interactions that enhance their enjoyment. For example, they have great fun playing 'What time is it Mr Wolf?' Staff reinforce children's early mathematical skills during these games.

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

- Staff work extremely closely with parents to settle children in and promote their emotional well-being. For example, the manager initially sends information to parents about their child's allocated key person. Staff gather important information about each child, for example, through an 'All About Me' document. This helps them to plan for children's settling-in visits.
- Staff communicate effectively with parents. For example, they provide a welcome pack, display information on the club's notice board and distribute regular newsletters.
- Staff help children to develop a strong sense of belonging and ownership of the club. For example, they involve children in their planning discussions and children share their ideas for snacks.
- Children manage tasks, such as putting on their coats and pouring drinks. However, staff have not consistently considered the organisation of snack time to further support children's independence and create a more relaxed and less hurried social occasion.
- Staff work in excellent consultation with nursery and Reception class staff. For example, the manager attends termly meetings and shares observations that

contribute to children's assessments. Staff plan activities to complement what children are learning and support individual children's specific targets.

- Staff promote inclusive practices, such as supporting children who are left-handed. They plan activities linked to multicultural festivals to help children to learn about diversity. However, staff do not consistently expand on children's understanding of a broader representation of people, families and communities beyond their own.
- Children choose between indoor and outdoor play due to the good organisation of space and staff. This includes children being able to practise their physical skills in the school hall. Children run around outside and play games. However, staff do not always plan for children's interests and expand their play when they choose to play outdoors.
- Staff help children to learn about dangers and how to keep themselves safe. For example, they talk about subjects, such as internet safety, stranger danger and water safety, using printed images.
- Staff demonstrate safe practices, such as using walkie-talkies as children transition from one area to another. Children line up sensibly at the door when it is time to go inside. This enables staff to count children and ensure that no child is left in the outdoor area.
- The manager continually monitors and reflects on practice with staff and parents to identify improvements. For example, she has recently started running a community parent and toddler group with the Reception class teacher, to support children's future transitions to the school and club.
- Staff's qualifications and the continued mentoring from the manager, who works directly alongside them, have a generally positive impact on staff and their practice. For example, staff motivate children and enhance their fun and enjoyment. Children giggle with amusement as staff attempt to draw a rabbit following their instructions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY357982
Local authority	Barnsley
Inspection number	10311768
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	30
Number of children on roll	121
Name of registered person	Grosse, Amanda Jane
Registered person unique reference number	RP513229
Telephone number	07912303444
Date of previous inspection	10 April 2018

Information about this early years setting

Extra Time Out of School Club registered in 2000, but re-registered in 2007 due to its move to the current premises, located in Barnsley. The club is independently run and employs six members of childcare staff. Of these, four staff hold early years qualifications; two are at level 2, one is at level 3 and the provider, who is also the manager, holds a qualification at level 6. The club opens from Monday to Friday, during term time. Sessions are from 7.30am to 9am and 3.10pm to 6pm. The club accommodates children from the host school.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the club 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 club.
- The inspector observed the safety and suitability of the premises.
- The inspector completed a learning walk with the provider, to find out how the club is organised and the range of activities provided.
- The provider and inspector completed a joint observation of an activity taking place.
- The inspector spoke to children, staff and a parent during the inspection. The provider also shared written feedback from parents and staff from the host school.
- The inspector checked a sample of documentation, including that relating to the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024