

# The OUTTA School Club

Westfield Primary Community School, Askham Lane, York, North Yorkshire, YO24 3HP



**Inspection date** 2 November 2017  
Previous inspection date 9 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- There is effective leadership within the setting. The acting manager oversees each session and ensures that staff are well deployed to meet children's needs.
- Children form friendships across the different age groups. Older children are attentive and courteous to younger members of the group.
- Partnerships with other professionals and the host school are good. The staff team keep parents well informed about the setting's activities and their child's day at school and in the setting. This helps to provide children with consistency in their care.
- Leaders use effective procedures to check staff are suitable, and remain suitable, to work with children. Staff are fully familiar with the policies and procedures to promote children's safety and well-being.
- Staff gain information from parents regarding children's care needs before they start. They use this information to ensure children's care needs are fully met.

### It is not yet outstanding because:

- Staff benefit from regular supervision meetings. However, systems to monitor and evaluate staff's practice to identify professional development needs are not fully embedded.
- The process of self-evaluation is not sharply focused to identify precise targets for future development to help improve the quality of the setting.

## What the setting needs to do to improve further

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

- monitor and reflect more precisely on staff's existing good practice, to continue to identify where staff's skills can improve even further to increase the potential to deliver the highest-quality provision
- enhance the process of self-evaluation to target precise areas for improvement to help to raise the quality of the setting to an outstanding level.

### Inspection activities

- The inspector had a tour of all areas of the setting accessed by children and observed play opportunities.
- The inspector spoke to children and staff at the setting.
- The inspector held a meeting with the acting manager and registered provider. She looked at relevant documentation and discussed the self-evaluation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know what to do if they have a concern about the welfare of a child. They keep up to date with changes to safeguarding guidance and legislation. For example, staff fully understand their responsibility to protect children who may be at risk of being exposed to extremism and radicalisation. Staff hold current paediatric first-aid certificates, which supports them to have an up-to-date knowledge of managing accidental injuries. Staff supervise children very well at all times to keep them safe on the premises and on outings. Regular discussions between staff members ensure that they communicate effectively about plans for the day. Parents are highly complimentary about staff and comment about how much their children enjoy attending.

### Quality of teaching, learning and assessment is good

Children arrive eagerly, quickly settle into the routines and happily take part in the activities. They become creative, independent learners who follow their own interests. Staff talk to children about what they are doing and encourage them to share their ideas. This helps build on their already good social and communication skills. Skilled staff get down to children's level and offer support and guidance, for example, to complete complicated sewing activities. This means that children learn to appreciate persevering at a task themselves. Younger children enjoy craft activities and develop their imaginations and play at being pretend hairdressers. Older children take part in board games, learning to negotiate with each other and take turns. Children develop their understanding of technology. They confidently explain how they turn on the equipment by themselves and use the controls.

### Personal development, behaviour and welfare are good

Staff know children and their families well and establish strong bonds with them. Children show they feel secure. Staff are kind and respectful to children and each other. Children are well behaved, understand the setting's rules and follow set routines. Children develop a good understanding of healthy lifestyles. For example, they learn about the importance of effective hygiene and they are able to manage their own personal care needs. Children have opportunities to be physically active outdoors and in the school playground. This enables them to practise and refine their physical skills and promotes their good health. Children learn about people who are different from themselves, such as exploring different cultural festivals, to encourage children to develop a positive approach to diversity.

## Setting details

<b>Unique reference number</b>	321612
<b>Local authority</b>	York
<b>Inspection number</b>	1064116
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	The Outta School Club
<b>Registered person unique reference number</b>	RP518360
<b>Date of previous inspection</b>	9 April 2013
<b>Telephone number</b>	07483 136422

The OUTTA School Club registered in 2001. The setting employs three members of childcare staff. Of these, two hold appropriate early years or playwork qualifications at level 3. The setting opens Monday to Friday, during school holidays and staff training days. Sessions are from 8am until 6pm. During term time, the out-of-school club opens from 3pm until 6pm.

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