

Inspection of Building Bricks @ Hunsley Primary School

Hunsley Primary School, Bluebird Way, Brough, East Riding Of Yorkshire HU15 1XB

Inspection date:

2 November 2021

**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 are happy and excited as they arrive at the club after school. They know about new routines and boundaries in place following the COVID-19 pandemic, and confidently follow these. For instance, children know to wash or sanitise their hands on arrival in order to reduce the risk of cross-contamination.

Children eagerly settle down to play with the toys and resources set out by staff, which reflect their interests well. For example, children access toys which they have requested during breakfast club and previous sessions. Staff ensure children have the materials and tools they need to complete their chosen task. They encourage independence, but are always close by to offer help if children need it.

Children play happily with their friends. They enjoy the freedom to play and talk with their friends. Children are confident in their abilities and enjoy challenging themselves, such as with mathematics games and skipping. Staff are positive role models for children and have high expectations for their learning and behaviour. For example, staff encourage good manners, turn taking and sharing. Children show a good understanding of the club rules and follow them well. They are confident to share their views and say the club 'is good fun'.

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

- Staff work well in partnership with the host school. They meet regularly with school teachers to share what they know about children's welfare needs and work together to help them feel safe and well cared for. Staff use similar strategies to those used in school to help children understand behavioural expectations.
- Staff provide opportunities for children to learn about traditions and festivals to help them gain an understanding of each other and the wider world. Staff encourage children to talk about up-and-coming events and build on what they already know. Children celebrate Bonfire Night and use their creative skills to make bright firework chalk pictures.
- Staff have extremely high expectations for all children, including those with special educational needs and/or disabilities. Children are extremely well supported to develop independence skills. Children demonstrate this when they place their belongings in boxes as they arrive. During snack time, staff ask children to choose from a selection of healthy foods and serve themselves a drink of their choice. This supports their understanding of living a healthy lifestyle.
- The provider has robust recruitment procedures in place. This helps to ensure that staff are suitable to work with children. The club staff are kind and caring

and have a suitable knowledge of policies and procedures. They show a strong commitment to the club and to the children who attend. There are clear systems in place to monitor staffs' practice and ensure that their skills continue to develop over time. However, the provider reports that this has not been consistent over the last year and has plans to address this.

- Children are active in the outdoor play area. They benefit from using the large outdoor playground equipment for these sessions, which is located within the school grounds. For instance, children develop their physical skills, as they use the cross trainer and stepper.
- The manager and the staff develop strong partnerships with parents. Parents say that their children thoroughly enjoy their time at the club and that, sometimes, children want to go on days when they do not need to attend. They value the feedback that staff provide about children's daily experiences and appreciate that staff listen to their views.
- The manager and staff regularly reflect on the service they provide. Staff value parents' and children's views and opinions. They ask them for suggestions as to how they could develop the club. Staff are committed to enhancing the club further. For instance, they aim to improve the organisation of the learning environment in the new building to meet children's needs and ensure they can stay focused in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager uses discussions and spot questions to ensure that staff know how to protect children from harm. Staff demonstrate a good understanding of how to recognise potential signs of abuse. They know the procedures to follow, should they have concerns about a child's welfare or the conduct of a member of staff. The school premises, where the club is situated, is safe and secure. Younger children are collected from their classrooms by staff to make sure they get to the club safely. There is a robust system in place to ensure children are safely collected at the end of the day.

Setting details

Unique reference number	2518352
Local authority	East Riding of Yorkshire
Inspection number	10194561
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	45
Number of children on roll	94
Name of registered person	VILP Early Years Consultancy Limited
Registered person unique reference number	RP903804
Telephone number	01430879804
Date of previous inspection	Not applicable

Information about this early years setting

Building Bricks @ Hunsley Primary School registered in 2019. It operates from Hunsley Primary School, which is situated in Brough, in Hull. The club is open Monday to Friday from 7.30am to 9am and 3.30pm to 6pm, during term time only. There are eight members of staff who work with the children, one staff has a level 4 qualification and three staff hold level 3 qualifications.

Information about this inspection

Inspector

Julie Dent

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 and provider completed a learning walk across all areas of the provision to understand how leaders and staff organise the curriculum and environment.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the provider and staff at appropriate times throughout the inspection.
- A joint observation of a planned activity was carried out by the inspector and the provider.
- The inspector spoke to children and observed their activities. She spoke to parents and considered 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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