

Inspection of School's Out @ Bricknell

BRICKNELL PRIMARY SCHOOL, Bricknell Avenue, Hull HU5 4ET

Inspection date:

3 June 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children are excited to attend the after-school club. They know the familiar routine and how to keep safe as they transfer from the school to the provision. Staff head count children regularly and ensure all children are accounted for. They help children to understand how to stay safe as they tackle the challenging climbing equipment and move around the premises.

Children are eager to participate in the vast range of activities available. They have opportunities to develop their physical skills through a wide range of sports activities, including football, tennis and using the climbing equipment. Children are excited to participate in the craft activities, developing their fine motor skills as they paint rocks. Children are consulted about the activities that are provided and, consequently, feel valued.

Children demonstrate positive behaviours. Staff help them to learn to socialise and interact with others appropriately. Children learn to talk respectfully to their friends and develop empathy. Staff encourage children to talk about their day and their feelings. Consequently, children are kind and caring in their interactions.

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

- The provider has taken appropriate action since the last inspection. Safeguarding training has been completed by staff, who understand the revised policy and procedures. Staff know the things that would cause them concern about a child and the action they should take. Staff feel supported by management. They appreciate that their well-being is monitored and feel valued in their roles. They feel there is an investment in their professional development.
- Staff work closely with families to ensure they are able to meet the individual needs of children. They support children with additional needs well, recognising what helps them to feel secure and settled. They ensure they have the required information to enable children to feel fully included and have a sense of belonging.
- Partnerships with parents and the host school are good. Parents know what activities their children are doing and if there have been any issues during the school day. Parents express that they feel their children's individual needs are met well and staff genuinely care about their children. Staff communicate with the school on collection of children and ensure any individual issues are dealt with.
- Children display good behaviour. They play cooperatively together, taking turns in ball games. They share the craft materials and equipment. Children demonstrate their kindness, particularly to their younger peers. Staff act as good

role models and children mirror this.

- The key-worker system enables younger children to be supported to settle into the setting. Staff have a good knowledge of their individual children and are able to tailor activities and follow their interests. Children know they can speak to staff if concerned about anything. They are able to discuss their worries.
- Children are developing their confidence and independence. They take responsibility for their own belongings and self-care. They pour their own drinks and help to tidy away at the end of the session. Older children are given greater responsibility to support younger children. They thrive on this role and are kind in their interactions.
- Staff reflect on the provision and what holds children's interests. They seek feedback from the children to contribute to the provision, however, may benefit if feedback is sought from others, such as parents, to contribute to further evaluation.

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	EY469952
Local authority	Kingston Upon Hull City Council
Inspection number	10378308
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	56
Number of children on roll	89
Name of registered person	Storr, Zoe Ann
Registered person unique reference number	RP907004
Telephone number	07970603223
Date of previous inspection	24 October 2024

Information about this early years setting

School's Out @ Bricknell registered in 2013. It uses a room within the school. The club employs six members of childcare staff, including the owner who acts as the manager. Most staff hold appropriate qualifications at level 3 or above. The club opens weekdays during term time, from 3pm to 5.45pm and during school holidays it operates from 8am to 5.45pm. It closes all bank holidays, two weeks at Christmas and the last two weeks of the school summer holidays.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

Inspection activities

- The manager showed the inspector the areas of the premises that the club operates from and discussed how they ensure that they are safe and suitable.
- Staff and children spoke to the inspector at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the club.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between staff and children.

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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