

OUR OOSC DIARY



NAME OF SETTING

- Setting values and mission statement
- Photos of staff and children
- Children's comments about the setting
- What they like to do
- Ideas for the future



Out of School Club Settling in Survey

Thank you for choosing [Out of School Club](#). We hope that your child has settled in well and is enjoying attending the club. In order to help us improve our provision, we would be grateful if you could complete this survey.

Please circle the appropriate number according to how strongly you agree with each statement made. Please read each statement carefully before answering.

1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree

My child is happy to attend the club	1	2	3	4	5
My child has settled in quickly	1	2	3	4	5
My child is in the Early Years and I know who their key worker is	1	2	3	4	5
I completed an 'All about me' booklet for my child	1	2	3	4	5
The activities and resources available reflect my child's interests	1	2	3	4	5
I am happy with the selection of food provided by the club	1	2	3	4	5
The processes for booking and payment are clear and effective	1	2	3	4	5
I received all the relevant information needed with my registration pack	1	2	3	4	5
I am regularly informed about my child's happiness and progress	1	2	3	4	5

Is there anything that we should do differently, for new children attending the club?

How can we improve our settling in process?

Any other comments? (Please continue overleaf if necessary)



WHAT WE DO AND WHY

- Include Photos of activities, trips include both indoors and outdoor play
- Link to personal, Social & Emotional Development and Behaviour & Attitudes.
- Celebrations and festivals

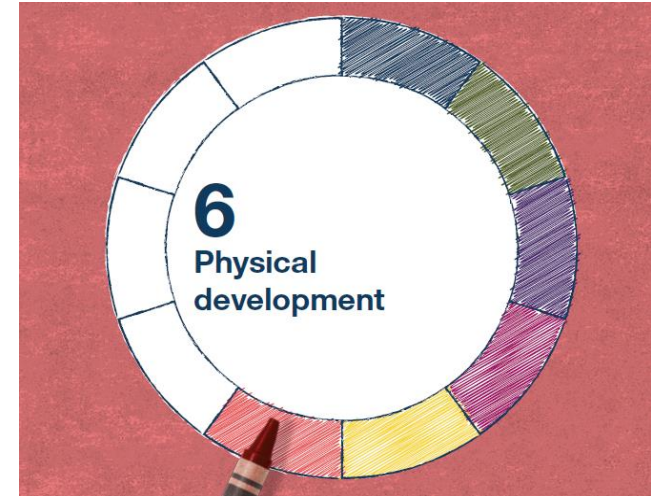
Out of School Club Weekly Play Plan				
Week commencing:				
Day	Resources to support individual interests of early years children	Organised activities	Evaluation	Attendees (number)
Mon	JM - Lego (D) LP - Hama beads (OK)	Making tin can telephones	Was the activity a success? Yes but they needed a lot of adult support Would you do it again? Yes How could you improve it? Provide tin can phones from individual ability groups rather than including all these materials stuck into together	Staff: 2 Early years: 2 Under 5s: 2 Over 5s: 1
Tues			Was the activity a success? Would you do it again? How could you improve it?	Staff: Early years: Under 5s: Over 5s:
Wed			Was the activity a success? Would you do it again? How could you improve it?	Staff: Early years: Under 5s: Over 5s:

Day	Resources to support individual interests of early years children	Organised activities	Evaluation	Attendees (number)
Thur			Was the activity a success? Would you do it again? How could you improve it?	Staff: Early years: Under 5s: Over 5s:
Fri			Was the activity a success? Would you do it again? How could you improve it?	Staff: Early years: Under 5s: Over 5s:

Key Sources for planning

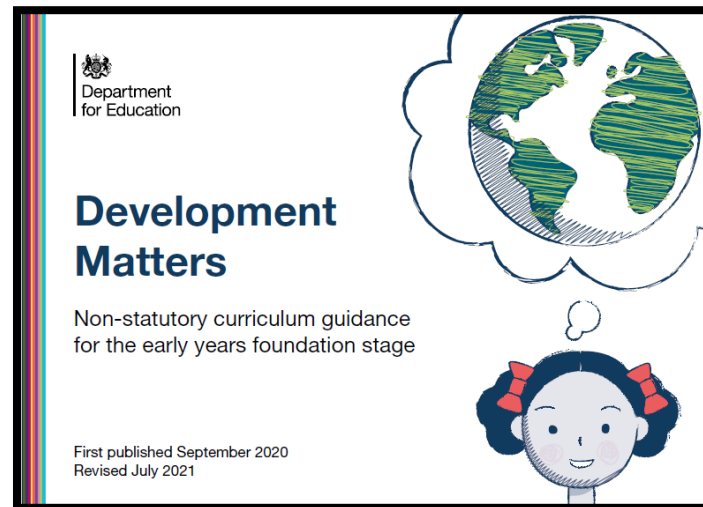
O Observation at the club
 LR Child requested activity
 PI Information from parents/carers
 FF Feedback from primary provider

References:
 "Children learn best when they are healthy, safe and secure, when their individual needs are met..." (Statutory Framework for the Early Years Foundation Stage 2014, 1.7)
 "Providers do not need to meet the learning and development requirements... however practitioners should discuss with parents/carers (and other providers...including school staff) the support they intend to offer." (Statutory Framework for the Early Years Foundation Stage 2014, 1.84)



FOCUS ON PRIME AREAS

DEVELOPMENT MATTERS



MEET THE CHILDREN

Photos of the children in OOSC

Their interests and favourite things

Children could write own profile

Interview and write each other's profiles.

Add drawings and explanations for younger children

All about me profiles



My One Page Profile

What makes me happy?

Insert Photo

Things people see about me

I might feel sad when.....

I need a little help with.....



FAVORITE MOVIES & BOOKS:

AGE:

BIRTHDAY:

THINGS THEY HELP ME WHEN I'M UPSET OR IN PAIN:

GET TO KNOW...

NAME

FAVORITE COLOR:

THINGS I WANT YOU TO KNOW ABOUT ME:

FRRIENDS & FAMILY:

GAMES & ACTIVITIES I LIKE:

MUSIC I LIKE:

WHAT SCHOOLS WE ATTEND



- Photos of each school that the setting support
- Photos and info on how the children are picked up and registered.

OUR RULES AND BOUNDARIES

- List of rules the setting has
- List of rules the children put in place



WHAT DO OUR PARENTS SAY ABOUT THE OOSC

- Parents questionnaires
- Feedback
- Cards and letters



Out of School Club Parent Satisfaction Questionnaire

Out of School Club would like to know what you think about the care we offer your child, and our relationship with you. Please could you spend a few minutes answering these questions to help us improve our service?

When you were choosing childcare, what was most important to you?

What do you like about Out of School Club?

What do you dislike about Out of School Club?

Based on your experience, would you recommend Out of School Club to another parent?

Do you have any concerns about the way in which we care for your child?

How could we improve our service?

Please circle the appropriate number according to how strongly you agree with each statement made. Please read each statement carefully before answering.

1=Strongly agree 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree

My child is happy to attend the club	1	2	3	4	5
I feel that I have made the right choice of childcare for my child	1	2	3	4	5
My child is encouraged to behave well	1	2	3	4	5
I have a good relationship with the club staff	1	2	3	4	5
Staff are approachable and willing to discuss my concerns	1	2	3	4	5
The club communicates information well	1	2	3	4	5
I don't know what my child does at the club each day	1	2	3	4	5
I am concerned that my child is bored or unhappy at the club	1	2	3	4	5
The club is helping my child to become responsible and independent	1	2	3	4	5
The club offers a good range of play opportunities and activities	1	2	3	4	5
I feel that the quality of service reflects the fees charged	1	2	3	4	5
The club opening times meet my current childcare requirements	1	2	3	4	5
I am happy with the snacks provided by the club	1	2	3	4	5

Any other comments? (Please continue overleaf if necessary)

KEY PERSON

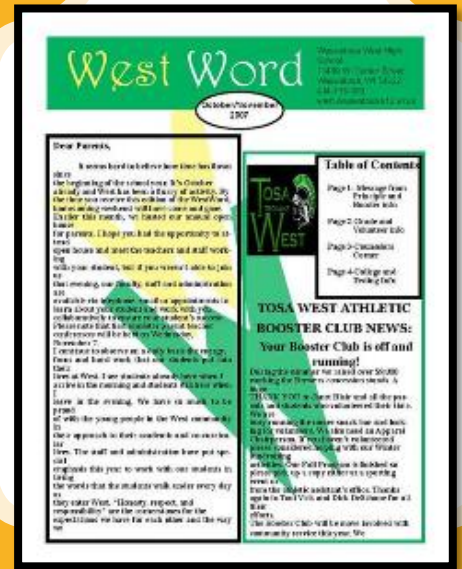


- What is the key person
- Job role
- Benefits for children, parents and staff
- Staff names



WHAT WE SHARE WITH OTHERS

- Examples of letters
- Posters
- Charity events
- School events
- Changes to policy/procedure
- Children's development



Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021



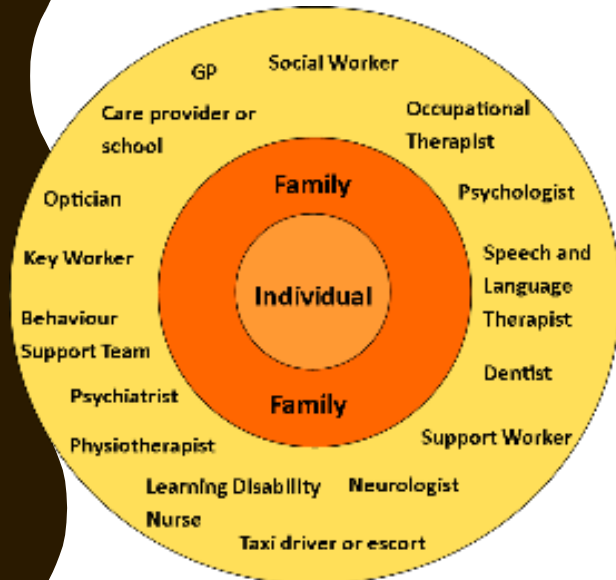
Child's Voice

We have had lots of fun over the last few weeks! What was your favourite activity?
Can you draw a picture of your favourite activity or topic? Ask a grown-up to help you write your ideas. Can you write your name too?

My Name: _____
Date: _____

What I would like to get even better at:

What I would like to learn about next:



SAFEGUARDING

- Safeguarding Policy
- Leicestershire Competency Framework
- Children's Welfare
- Prevent
- LADO
- Designated Safeguarding Lead (DSL)
- Training



First Response

Telephone our First Response Children's Duty Team if you have urgent concerns about a child who needs a social worker or police officer today:

Call **0116 305 0005** ([24 hour phone line](#))

Leicester Safeguarding Children Board

LSCP Procedures

Local Authority Designated Officer (L.A.D.O.)

If you are concerned that someone in a position of trust has harmed a child, or behaved in a way that indicates that they may be unsuitable to be in a position of trust, please contact the LADO to discuss your concerns promptly, before speaking to the person of concern (see contact numbers below).

Leicester, Leicestershire & Rutland

Safeguarding Children Competency

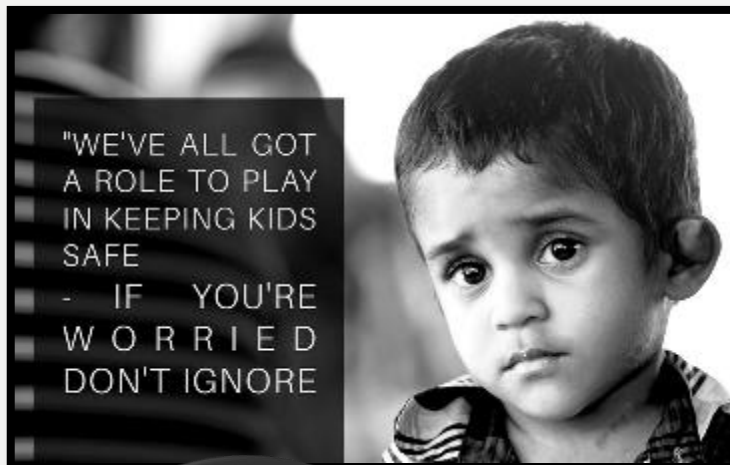
Framework

Minimum Requirements for
Safeguarding Children Learning

This document is a revision of the previous Framework (2018). It is based on current guidance, definitions and terminology and is subject to change.

This document will be reviewed on a regular basis to consider and reflect any changes in legislation, guidance, definition, terminology and practice.

March 2020



**Out of School Club
Safeguarding Policy**

Out of School Club is committed to building a 'culture of safety' in which the children in our care are protected from abuse, harm and radicalisation.

The Club will respond promptly and appropriately to all incidents or concerns regarding the safety of a child that may occur. The Club's child protection procedures comply with all relevant legislation and with guidance issued by [insert name of the safeguarding partnership group for your area - formerly the LSCB].

There is a Child Protection Officer (CPO) available at all times while the Club is in session. The CPO coordinates child protection issues and liaises with external agencies (eg Social Care and Ofsted).

The Club's designated CPO is [insert name]. The Deputy / on-call CPO is [insert name] [or delete if not applicable].

Child abuse and neglect

Child abuse is any form of physical, emotional or sexual mistreatment or lack of care that leads to injury or harm. An individual may abuse or neglect a child directly, or by failing to protect them from harm. Some forms of child abuse and neglect are listed below.

- Emotional abuse is the persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve making the child feel that they are worthless, unloved, or inadequate. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.
- Physical abuse can involve hitting, shaking, throwing, poisoning, burning, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be also caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child.
- Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. This can involve physical contact, or non-contact activities such as showing children sexual activities or encouraging them to behave in sexually inappropriate ways.
- Neglect is the persistent failure to meet a child's basic physical and emotional needs. It can involve a failure to provide adequate food, clothing and shelter, to protect a child from physical and emotional harm, to ensure adequate supervision or to allow access to medical treatment.

Signs of child abuse and neglect

Signs of possible abuse and neglect may include:

- significant changes in a child's behaviour
- deterioration in a child's general well-being
- unexplained bruising or marks
- comments made by a child which give cause for concern
- reasons to suspect neglect or abuse outside the setting, eg in the child's home, or that a girl may have been subjected to (or is at risk of) female genital mutilation (FGM), or that the child may have witnessed domestic abuse
- inappropriate behaviour displayed by a member of staff, or any other person. For example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their role, or inappropriate sharing of images.

If abuse is suspected or disclosed

When a child makes a disclosure to a member of staff, that member of staff will:

- reassure the child that they were not to blame and were right to speak out
- listen to the child but not question them
- give reassurance that the staff member will take action
- record the incident as soon as possible (see Logging an Incident below).

Statutory guidance

**Revised Prevent duty guidance: for
England and Wales**

Updated 1 April 2021



Training and Professional Development

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare/training-and-professional-development>

