

# School's Out Out of School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	200748
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<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Schools Out, Out of School Club opened in 1999. It operates from a portable classroom, school hall and computer room, at Cubbington Primary School in the village of Cubbington near Leamington Spa. The Out of School Club serves the local area.

There are currently 56 children from 5 to 11 years on roll. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities.

The group opens 5 days a week during school term times. Sessions are from 08:00 until 08:55, and 15:30 until 18:00.

Seven part time staff work with the children. Two of whom hold appropriate qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children have their nutritional needs appropriately met through the provision of snacks and drinks after school. They are beginning to learn about personal hygiene because they are encouraged to wash their hands before snack. Picture signs in the toilets remind children to wash their hands and washing hands after toileting and before eating form part of the club rules. Children's increasing understanding of growing and staying healthy is supported through their gardening and nature activities. They are growing a variety of vegetables, such as tomatoes and beans, and are learning how to look after them as they monitor the growth of the plants.

Children receive appropriate care if they have an accident. This is because a number of staff have received first aid training and fully stocked first aid boxes are maintained. However, children's well-being is potentially compromised because parental consents for seeking emergency medical treatment are not in place for all children. Children thrive from regular opportunities to be active indoors and out. They have a choice of using the adventure playground, school playing fields or the school hall for physical activity. Children enjoy space to move about in the hall and have fun playing with circus games. They like to play ball games outside and to bounce space hoppers down the slope of the field.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children enjoy being cared for in a bright and welcoming environment that is secure and well maintained. They benefit from having space in which they can move about freely and independently choose from the broad range of activities offered. Children's safety is promoted through comprehensive risk assessments that have been carried out. Consequently, staff complete daily health and safety checks of all areas used by the children. There are clear procedures in place in the event of a child being lost. However, children's safety may potentially be compromised because procedures are not in place in the event of a child not being collected.

Otherwise, children are generally well safeguarded from harm and neglect. This is because appropriate child protection procedures are in place and these are supported by the Local Safeguarding Children Board's procedures. Children benefit from being cared for by staff who have a sound knowledge of the procedures to be followed. Children are developing an increasing understanding of how to keep themselves safe. They follow safety rules, such as telling staff where they are going and regularly practise the emergency escape plan.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy attending the out of school of club. They sit down eagerly at snack time and benefit from this time at the end of the school day to socialise with their friends. Children are confident and are developing good self-esteem. This is because they make choices about what they want to do and access activities independently. Activities interest children and they become actively engaged in them. For example, as they draw pictures and create designs. Consequently, children concentrate and persist at activities that challenge them. For example, making the 'Diabolos' bounce and land back on the string.

Children thrive from the broad range of activities that are offered. They are able to access a variety of activities that support the development of their capabilities. Children benefit from a good balance between child-initiated and adult-led activities. Staff provide children with free choice alongside the option of participating in a variety of planned activities. Weekly planned sessions throughout the year particularly focus on extending children's learning through themes such as, 'Board games', 'Indoor athletics' and 'Gardening'. Upon completion of the sessions children have their achievements celebrated through certificates and medals, awarded through the local university.

Children are developing strong social relationships with each other and staff. They have fun and share jokes with one another. Children play harmoniously together, debating rules and negotiating turn taking between themselves. For example, as they play a game of chess and work together to create a hotel out of Lego. Children have good relationships with staff who they are comfortable seeking support from, and engage in conversation with. Staff listen to children and value what they have to say. They get to know children well and recognise their achievements, whether they be grasping the technique for the 'Diabolos' or becoming increasing confident within the group.

### **Helping children make a positive contribution**

The provision is good.

Children are included and actively participate in the club. They feel valued because they see their pictures and art work displayed in the environment. Children are beginning to learn about the wider world and diversity through a variety of resources. For example, through multi-cultural dressing-up clothes and positive images of diversity in books. Children with learning difficulties and disabilities are appropriately supported to participate and to become actively involved alongside their peers. This is because staff work with parents and the school in order to effectively meet children's needs.

Children benefit from effective partnerships with parents. Information is shared and children's achievements celebrated through information booklets, notice boards, newsletters, open evenings and daily chats with staff. Relationships between staff and parents are positive and friendly conversations on a daily basis keep them up to date with children's routines and activities. Parents are actively encouraged to get involved and they contribute through volunteering on the management committee and supporting fund raising activities.

Children have a good understanding of what is expected of them and behave well. Children were actively involved in developing the settings rules and these are displayed and shared with parents. Children enjoy continuity because the club's ethos around behaviour management is the same as that of the school's. Staff praise children and there are rewards for good behaviour, through which they have recently received a budget to spend on new toys.

### **Organisation**

The organisation is satisfactory.

Children are protected by the recruitment and vetting procedure which ensures that staff are suitable to care for young children. However, children's care is potentially compromised because recruitment and retention of staff does not ensure that at least half of staff hold appropriate qualifications. Although, staff are well deployed to ensure that children are appropriately supervised, staffing arrangements do not ensure that a qualified staff member is always present.

Children's care is also potentially compromised through delays in informing Ofsted of changes in the person in charge of the day to day running of the group. As a result, further suitability checks required for manager's are delayed.

Staff have a high regard for children's well being. The adult to child ratio, of one to eight for all children including those over eight years of age, positively contributes to children's care and enjoyment. Policies and procedures that are in place work in practice to support outcomes for children. Induction procedures ensure that all staff are aware of the policies and procedures, and that staff awaiting checks are never left unsupervised. Staff work well together as a team and are enthusiastic about the work they do. Lead staff plan effectively for children's activities and have their work shared as examples of best practice for other providers.

Overall children's needs are met.

### **Improvements since the last inspection**

At the previous inspection the provider was asked to provide an action plan setting out how the manager, deputy and half of staff would achieve a level two or three qualification appropriate to the post. They were also asked to ensure that all outside areas were safe for children to use and to extend the range of toys which represent diversity. Children are kept safe in the outside areas through careful staff supervision and fencing around the flood defence area on the school's grounds. Resources which represent diversity have been extended and now include resources such as French language games, multicultural toys and various other activities that are borrowed from the local resource library. However, action plans for adequate numbers of staff to hold appropriate qualifications have not been completely successful. This is because less than half of staff hold appropriate qualifications.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that qualification requirements are met at all times, for example that a qualified deputy is able to take charge in the absence of the manager, and that at least half of staff hold a level two qualification

- ensure that Ofsted are informed of any changes in the person in charge
- develop procedures to be followed in the event of a child not being collected, so that they are shared with, and readily accessible, to all members of staff
- develop registration procedures so that consents for emergency medical treatment are received for all children being cared for.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)