

Schools Out

Inspection report for early years provision

Unique reference number	EY297944
Inspection date	12/11/2008
Inspector	Susan Andrews
Setting address	1st Burbage Scout HQ, Britannia Road, Burbage, Hinckley, Leicestershire, LE10 2HE
Telephone number	07931 131 689
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Schools Out, is one of three settings run by the provider. It opened in 2004 and operates from a Scout Hall, that can be accessed on one level, by all children. Adjacent to the Scout Hall, there is a large playing field and an adventure playground. There is also a small enclosed outdoor play area. The setting is situated in the village of Burbage near Hinckley, Leicestershire.

A maximum of 30 children may attend the out of school club at any one time. The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It is open each weekday from 08:00 to 09:00 and from 15:15 to 17:30 during term time and from 08:00 to 17:30 for periods, during school summer holidays. There are currently 42 children aged from four to 11 years on roll. Children come from the local community and attend the local primary schools. The club has experience of supporting children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The setting employs three staff. Two hold early years qualifications. One staff member is working towards a qualification and two are studying towards further NVQ or degree level qualifications.

Overall effectiveness of the early years provision

Schools Out provides a welcoming and caring environment for all children. They are settled, happy, have fun at the setting and their welfare is promoted. Children are treated as individuals by motivated and enthusiastic practitioners, who work closely with parents and other professionals to ensure children's needs are met and that no child is disadvantaged. Some informal observation and assessment systems are in place to monitor children's progress in their learning and development. The setting is beginning to establish reflective practice and systems for self evaluation to identify areas of strength and priorities for improvement and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the current system regarding the observation and assessment of children's learning and development. Use these to further influence planning for what children need to do next, so that they may progress more effectively through the six areas of learning and reach their full potential
- revise the planning of daily routines to encompass more meaningful play and learning experiences at the end of the afternoon sessions
- lead and encourage a culture of reflective practice and revise systems for self evaluation, to identify the setting's strength and priorities for development that will have a positive impact and improve the quality of provision for all

children.

The leadership and management of the early years provision

A comprehensive range of documentation is in place to ensure the needs of all children are met. These are regularly reviewed and amended where necessary to take into account changes in current legislation and guidance. Practitioners are skilled, have good knowledge of safeguarding children and understand the need to maintain robust procedures for recruiting and the induction of new staff. The setting is vigilant in ensuring adherence to adult:child ratios to sustain children's well-being and provide a stable and secure emotional support for all children.

The setting uses some informal methods of evaluation regarding the quality of the provision, the care and learning development of children. Practitioners are knowledgeable and professional development arrangements, include further relevant staff training. They embrace involvement in external training experiences, they share good practice with others and within the setting, as part of staff meetings and planning sessions.

Inclusive practices encompass all aspects of the setting's provision so that the children feel valued and have their needs met. The setting has a clear equal opportunities policy and well-established procedures to support children with learning difficulties and/or disabilities. Parents' comments indicate that practitioners are approachable and there is a well-established two-way flow of information. This coupled with the setting's proactive approach in developing close links with the schools and others involved in the children's care, actively promotes continuity.

The quality and standards of the early years provision

The children are welcomed into this well-organised environment and develop positive relationships with experienced, caring and enthusiastic practitioners. They listen, talk to the children and show a genuine interest in their welfare, therefore, children feel secure and valued. However, the setting has not fully developed systems for self evaluation, to identify the setting's strength and priorities for development that will have a positive impact and improve the quality of provision.

Practitioners are familiar with Early Years Foundation Stage. However, observation and assessment systems, are not sufficiently established so, although children make continued progress through the six areas of learning, not all children make as rapid progress as they might. Children are generally confident in their language, talking freely with adults about television programmes and films that they have watched, such as Indiana Jones and James Bond movies. They recall places they have travelled to on holiday by aeroplane. They extend their literacy skills and love of books as they use the library, explore numeracy, technology and develop knowledge and understanding of the wider world. They are encouraged to be creative, listen to music, think critically and work independently and with each other, to develop good habits as active, inquisitive learners.

Children are well settled, happy and have fun. The setting encourages children to behave well and practitioners are experienced and consistent in their approach. Emphasis is placed on ensuring children's behaviour is managed in a way that helps them to understand how their behaviour affects others. Practitioners talk to them about being kind, taking turns and sharing and children respond positively when engaging in range of activities such as playing badminton, creating box sculptures and at mealtimes. Children have devised their own set of club rules. They are spontaneously kind to each other, the older ones helping the younger ones, for example, to pour their own cereal and milk. Good behaviour is always acknowledged and children are praised by practitioners who say such things as, 'what a good job you've done' and 'thank you for sharing'. They always say 'please' and 'thank you' to the children and expect them to do the same in return.

Children have a range of opportunities to develop their independence and become involved with activities that challenge and encourage them to make choices and decisions about their play. They self-select and use a good range of age appropriate toys and equipment that they are interested in. Staff are skilled in motivating and supporting children so there is generally a suitable balance of child-initiated and adult-led activities. However, at the end of afternoon sessions toys and equipment are tidied away early, consequently, children's choice of activities is limited.

Children's welfare is protected because practitioners are familiar with the signs and symptoms of abuse and are aware of the reporting procedures. The children are kept healthy, as the setting supports a healthy lifestyle with daily opportunities for fresh air and exercise when using the 'walking bus' to travel to and from school, or when using the outdoor playing field and adventure playground. Children learn how to make healthy choices from the nutritious range of breakfast and afternoon tea menus. They have access to fresh fruit at all times such as pears and satsumas. They drink fruit juice, milk, are able to access drinking water at any time and are encouraged to take additional fluids during hot weather or after physical exercise, so that they remain well-hydrated.

Children are well supervised, stay safe and secure as comprehensive risk assessments and emergency evacuation practices are conducted. When using the 'walking bus' children wear high visibility fluorescent jackets. They speak confidently about the reasons for wearing them, 'so that people who drive cars will see us easily and we will show up in the dark'. Consequently, children are developing a good awareness of their own safety.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.