

# Skool's Out Club Limited

Inspection report for early years provision

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<b>Unique reference number</b>	EY370432
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Siobhan O'Callaghan
<b>Setting address</b>	Bushey Youth Centre, Falconer Road, BUSHEY, WD23 3AG
<b>Telephone number</b>	0208 3861348
<b>Email</b>	
<b>Type of setting</b>	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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Skools Out Cub Ltd is a privately run non-profit making out of school provision. The club has been registered since July 2008, although they were previously registered since 1990 prior to them becoming a limited company. The provision operates from a community hall in Falconer Road within Bushey Hall School. The school is located within Bushey in Hertfordshire. The accommodation comprises of a large hall, a dining room, snooker room and two smaller rooms for games, and other quieter activities. The provision have access to a grassed outside play area which is secure. The provision is accessed either by a ramp or steps leading down to the main entrance.

A maximum of 50 children may attend the club at any one time. The out of school club is open each weekday from 15:00 until 18:15, term-time only. Children are collected from five local schools all of which are within walking distance. The club supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of 50 children. The club offers care to children aged three years to 12 years. There is currently one child attending who is within the Early Years Foundation Stage (EYFS), there are approximately 50 children within the later years age group on roll. On average 25 children are in attendance each evening. There are seven members of staff, including the manager who manages the early year's provision. Two members of staff, which includes the manager, have attended the Introducing Play-work course and hold appropriate early years qualifications. There are also two members of staff pursuing further training opportunities.

## Overall effectiveness of the early years provision

Skools Out Club provides satisfactory learning and development opportunities for children within the Early Years Foundation Stage. There are some sound planning and assessment procedures that are evolving to help support children's progression. However, planning does not currently give due emphasis to the outside play provision, therefore, children do not have access to this area on a daily basis. Children's welfare is promoted through many positive policies and procedures which help to keep them safe and well. The provision demonstrate a positive approach to inclusion and to continuous improvement, this is evidenced within their commitment to attending ongoing relevant training opportunities.

## What steps need to be taken to improve provision further?

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

- ensure planning gives due emphasis to children's access to the outside play area and to the effective organisation of tea-time to promote children's

- independence
- ensure clearly defined procedures for the emergency evacuation of the premises are accessible
- improve the organisation of routines to ensure that every child receives an enjoyable learning and development experience.

## **The leadership and management of the early years provision**

The provision have in place an appropriate range of records, policies and procedures that are required for the safe and efficient management of the EYFS. Staff give due consideration to the maintenance of these records to ensure that the needs of all children are met. Positive recruitment and induction procedures for staff support the safe management of the club as all staff members are clear about their roles and responsibilities. For example, the manager ensures that health and safety issues, the safeguarding of children and the positive management of children's behaviour is covered on induction training prior to them working with children. Staff demonstrate a sound knowledge and understanding of Local Safeguarding Children Board procedures therefore, they are clear about their roles to protect children from harm. Children's safety is given due emphasis as staff are vigilant in their supervision and management of children whilst they are walking them from school to the club. Risk assessments are in place to continually monitor all aspects of the building, resources and environment in general. Children's involvement in regular emergency evacuation drills further supports the protection of their welfare. Although, evacuation procedures are not accessible this may compromise the safety of visitors or new children to the group.

The provision values working in partnership with parents and others to meet the individual needs of children within the setting. Parents are provided with good information about the club and the experiences and activities offered to their children. Staff ensure that they have detailed information about each child to support their care, so for example, those with any special health requirements have their needs discussed in full and met accordingly. Through discussion it is evident that parents are extremely happy with the services both they and their children receive. Comments include: "My children are really happy here, they never want to come home" and "My child is always talking excitedly about what they have done and they often bring home art work to share with me". Staff have made some beneficial links with the schools as they share information that is crucial to children's welfare, for example, school staff always share any injuries that have occurred to a child whilst at school or any other specific incidents that impact on their care. After school staff record this information in their diary which is then shared with parents when they collect their children.

The provision is beginning to use self-evaluation as a tool to improving aspects of their provision. Staff have attended recent training to support them in getting on board with the new Early Years Foundation Stage framework. They have made some positive inroads with regards to developing planning and assessment systems for the younger children and they demonstrate a positive attitude to attending further training opportunities to improve their practice. However,

planning does not currently include the outside play provision and children do not have daily access to this area. Staff organise a suitable environment for children with an adequate range of resources and activities to keep them busy and engaged. Although there are lengthy periods of time, when for example, children are sitting with nothing to do whilst they wait for their peers to arrive from other schools.

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

Children are provided with a satisfactory range of activities and experiences to support their overall learning and development. They have opportunities to engage within a range of both adult-led and child-initiated play experiences. Children happily participate in a musical bumps session which is organised by staff. Once this game is over they confidently move into the smaller rooms to choose activities to pursue. Children are on the whole happy within the setting, they are able to express themselves well as they inform me what they like to do at the club. Their comments include: "I love to do drawing most" and "I love playing skittles in the hall and playing football". Younger children enjoy playing with cars on imaginary road layouts; a member of staff supports their play as she sits on the floor with them. An older group of children enjoy the challenge of playing pool and are keen to finish their game before they have to go home. The staff team are generally well-deployed as they follow children's interests and allow them the opportunity to have a say in what activities are available to them. Children's ideas are fully valued as they are involved in the purchasing of new resources for the club.

Staff demonstrate a sound knowledge and understanding of the Early Years Foundation Stage and the learning requirements. Planning and assessment systems have been developed around the six areas of learning. Staff are beginning to use children's assessment records to plan for their future learning opportunities and they effectively involve parents in this process. Staff training has positively highlighted aspects of learning as a focus. The staff team have been exploring how to enhance children's self-esteem through painting activities. Children enjoyed the experience of painting their hands to create handprints and then to write about how this made them feel. Children's art work is displayed within the club which helps to create a sense of belonging and achievement. On the whole children are happy and busy as they engage in activities that interest them. However, there are times when they are not fully engaged, for example, children sit and wait for long periods of time to be served their tea. Staff do not utilise this experience to promote children's independence as they take on the role of preparing, organising and serving snacks rather than allowing children to take some responsibility.

Children's good health is promoted through some positive procedures within the setting. Their personal health, safety and well-being is given due focus as staff are vigilant to those children with allergies or those children who require monitoring as they have specific health requirements. Children enjoy being active as they play energetically within the main hall. They are provided with a range of snacks which include fresh fruit. Children have a good understanding of implementing appropriate hygiene procedures, they are proactive in washing their hands when they arrive at the setting and can discuss why this is important. This has been

further reinforced through a recent topic about keeping healthy; displays of children's work demonstrate how they implement this within their daily routines. Children are learning how to keep themselves safe as they walk sensibly when they are collected from school. They demonstrate a good awareness of road safety as they stand back from the kerb and only cross the roads when it is safe to do so. Children are good listeners and follow staffs instructions as to how they must behave when walking through the car park. Overall, children are very well behaved, they are able to share resources and take turns fairly within games. They respond well to the positive behaviour rules within the club. Children have a star chart system to record their good behaviour, if they keep their three stars at the end of each term they get a small gift. Therefore, children are developing successful attitudes towards behaviour and learn to respect each other through the use of polite manners which are reinforced through positive staff role-models.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

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