

Meltham School's Out

Inspection report for early years provision

Unique reference number EY369147
Inspection date 02/10/2008
Inspector Cathleen Howarth

Setting address Meltham C of E School, Holmfirth Road, Meltham,
HOLMFIRTH, HD9 4DA
Telephone number 07745 476 491
Email office.meltham@kirklees-school.org.uk
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).

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

Meltham School's Out opened in 2008 to provide out of school care for 39 children. It is managed by a voluntary committee. The club operates from the school dining hall and a portacabin in the grounds of Meltham Church of England primary school. There is ramped access to the portacabin and access to the school dining hall. The portacabin is used for the breakfast club. Children have access to toilets in the school and portacabin. Provision for supervised outside play is in the school playgrounds and playing fields.

The club is open weekdays during term time from 07.30 to 09.00 and 15.15 to 18.00. The club is registered for a maximum of 39 children. Currently there are three children on roll on the early years register, and 66 children on roll on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years range. There is provision for children with learning difficulties and disabilities. The club has operational links with the school and other Early Years Foundation Stage providers.

There are nine members of staff. Three staff, including the manager, hold relevant childcare qualifications. Three staff are working towards a level three childcare qualification.

Overall effectiveness of the early years provision

There are established systems in place which identify the club's strengths and weaknesses and so their capacity to make continual improvements is good. Highly effective systems are in place promoting inclusive practice, and all children are fully included and involved. The uniqueness of each child is recognised and valued by committed staff. They work in close collaboration with parents and others to develop children's full potential, and to positively promote their continuing care and development.

Staff plan a wide range of interesting and stimulating activities with children taking into account their needs, interests and wishes. As a result children make very good progress in all areas of learning in a relaxed, caring and supportive environment. There are good arrangements in place to promote children's overall health and safety.

What steps need to be taken to improve provision further?

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

- develop existing provision for children who wish to relax, play quietly or sleep.

To fully meet the specific requirements of the EYFS, the registered person must:

- implement an action plan that sets out how staff training and qualification requirements will be met (also applies to the compulsory part of the Childcare Register).

19/12/2008

The leadership and management of the early years provision

The conscientious and committed manager has full support from staff, children, parents and committee. The head teacher from the school is also the chair of the club's management committee. He recognises and values staff's determination to develop a strong sense of community at the school. The club is well organised. Staff at the club share the same vision with staff in the school. They consistently deliver stimulating learning opportunities, that clearly enable children to progress, in a coherent way, towards the early learning goals.

There are many good examples of reflective practice and management demonstrate their ability to act decisively to make continual improvements. For example, they have extended the range of quality resources for outside play and using internal mechanisms, like staff induction and appraisal, they have identified staff training. Training was on going at the time of inspection but not complete. Therefore, there are insufficient qualified staff in the setting to meet the requirements of registration. The spirit of inclusion and equality of opportunity is a distinct feature of the club. Staff have a sound knowledge and understanding of anti discriminatory practice. As a result, children thoroughly enjoy their time at the setting and lasting friendships develop in a caring, harmonious environment.

The effective key person system is clearly instrumental in enabling new starters to settle, and to encourage children to take an active part in the running of the club. Children's starting points and progress is monitored through collaborative working with parents, staff at school and others providing the Early Years Foundation Stage (EYFS).

Children are professionally safeguarded as staff fully understand their role in child protection. They know the procedures to follow should a concern arise. Staff regularly complete risk assessments to minimise potential hazards and keep children safe. All the required policies and procedures are in place, underpinning consistently good childcare practice. Children's records are well maintained and routinely countersigned by parents.

The quality and standards of the early years provision

Children's activities are well supported by staff who are interested in what children say and do. Staff have a secure knowledge and understanding of the EYFS. There is continuous provision. Children choose who to play with and what activities they wish to take part in. Most activities are stimulating and challenging and cover all areas of learning. However, some children may wish to relax, play quietly or sleep and there is limited provision to do this. Overall, there is a good balance of child-

imitated and adult-led indoor and outdoor activities that encourages children to become creative, active learners who think critically.

Children's views, wishes and interests are incorporated into activity plans. Children routinely help staff evaluate their achievements and decide how things can be done differently to enrich their experiences. Plans include differentiation and remind staff to extend or adapt activities for each child's stage of development. Staff record and use sensitive observations to inform planning so that over time they cover all areas of learning. Through play, children are progressing well from their starting points towards the early learning goals.

There are secure arrangements in place for staff to work collaboratively with parents and staff at school to reinforce children's learning in a cohesive way. There are emerging systems in place to work in partnership with other EYFS provider's, such as childminders, to further promote children's continuing care and learning.

Children are purposefully taught how to stay safe. They know not to play behind closed doors and to keep walkways clear in order to prevent accidental injury. They practise the emergency evacuation plan to encourage them to act responsibly in times of uncertainty. Road safety is continually reinforced. Children play with quality resources and equipment that are well designed and in good condition. Staff check them regularly for repair and replacement.

Staff know that habits learned in childhood are often continued into adulthood. Children are learning the importance of healthy lifestyles, such as taking regular exercise and eating nutritious food. They are well protected from infection and promptly taken care of when they are ill. Their healthcare is professionally managed by informed staff who work closely with parents and other agencies.

Wall displays, photo albums, artwork, music, food tasting sessions and audio facilities clearly demonstrate how children are taught to value and respect human differences, such as ethnicity, culture and disability. As a result, children have developed positive attitudes; they are emotionally mature and interact well with others. Their behaviour is exemplary.

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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop an action plan as indicated in the Early Years section above.

19/12/2008

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 registration.

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.