

Knutton Training Activity Centre

Inspection report for early years provision

Unique reference number	EY305864
Inspection date	18/11/2008
Inspector	Sarah Jane Rhodes

Setting address	Knutton Lane, Newcastle, Staffordshire, ST5 6HF
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Telephone number	07963099501
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Email	
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Type of setting	Childcare on non-domestic premises
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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

Knutton Training Activity Centre is run by Silverdale Out of School Club Management Committee. It opened in 2005 and operates from three rooms in Knutton Training Activity Centre in North Staffordshire. It is a single storey building with level access. The club is registered to care for a maximum of 40 children at any one time on the Early Years Register and the compulsory part of the Childcare Register. In addition the club is registered on the voluntary part of the Childcare Register for children over eight years. There are currently 15 children aged from four to 11 years on roll, one is in the Early Years Foundation Stage [EYFS]. Children attend for a variety of sessions before and after school and during school holidays. The club opens five days a week all year round. Sessions are from 07:30 until 09:00 and 15:30 until 18:00 during term time and 07:30 until 18:00 during school holidays. Children have access to a secure enclosed outdoor play area. There are four staff including the manager, three of these staff hold a relevant qualification, one is working towards a further qualification.

Overall effectiveness of the early years provision

Knutton Training Activity Centre provides adequate care and education for children in the EYFS. Inclusion is promoted through all children being valued and individualised care and education being provided for the children. Their interests and additional needs drive the activities provided for a relaxed after school leisure time. Staff have little contact with children in the EYFS and have a limited knowledge of the EYFS and how they will ensure children are making appropriate progress. A self-evaluation process has not been formally instigated to help drive continuous improvement but generally all required paperwork is in place and recommendations from previous inspections have been completed.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation as part of an internal review to inform planning of future improvements
- develop links with other EYFS providers to ensure continuity of care and education
- undertake regular staff appraisals to identify training needs and clearly notify staff that they are expected to declare any changes in their circumstances that may affect their suitability.

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

- develop staff knowledge of the EYFS, planning and assessment to ensure that children are making adequate progress towards the early learning goals
 - ensure appropriate levels of qualified staff are present
- 28/02/2009
31/12/2008

at all times [with regard to childcare and first aid].

The leadership and management of the early years provision

The club benefits from a small, stable staff group who are able to get to know the children well and work as a supportive team. The committee representative is also a long-term member of staff and along with the manager provides a clear lead for staff and good role models for children. However, due to staff undertaking further training there are currently short periods when required levels of qualified staff are not present. Records, policies and procedures which promote positive outcomes are generally in place and improvements have been made to records since the last inspection. For example, acceptable staff recruitment procedures are now in place and checks undertaken on the safety of vehicles and drivers. However, ongoing staff appraisals are not undertaken to formally assess staff training needs and ongoing suitability. The committee and manager review the club's documentation and have all required consents and information from parents. Children are generally safeguarded in a satisfactory way as the staff have a clear system in place for security and risk assessments are undertaken for both the building and outings. A written child protection policy is in place and staff are clear about appropriate record keeping and their ultimate role, in line with the latest government guidelines ensuring children are protected from harm or neglect.

As yet no formal system of self-evaluation has been fully implemented to support the club in identifying its strengths and addressing areas for improvement. However, parents have completed a questionnaire which gives their assessment of the service and the committee has started to complete a self-assessment form. The group has been able to demonstrate how it has addressed the recommendations raised at the last inspection.

Parent partnerships are seen as very important. Staff take time to exchange information verbally at the end of sessions and this helps them build a picture of the children's lives outside of the club which informs activities and conversations the next day. Parents are further informed about events at the club through newsletters. Partnerships in the wider context are used to develop the quality of education and care, for example, links with local authority staff are used to gain ideas about best practice. Currently there are no formal links with the schools children attend for their main EYFS input each week.

The quality and standards of the early years provision

The club promotes children's welfare, learning and development in a satisfactory way. The staff know the children who are in the early years age range very well as the vast majority of children who attend are in the later years age range. The staff have recently undertaken training on the EYFS and recognise the continuing need to provide activities that are of interest to individual children. However, at the present time they do not have a system to undertake observations of children in the EYFS during their after school leisure time and draw any 'next steps' which are

identified into future learning. This along with the lack of any formal links with other providers of EYFS provision which the children attend, means that the setting has only limited knowledge of whether the children are making adequate progress towards the early learning goals.

Staff and children enjoy their time at the club. Children are encouraged to be independent and choose activities that they would enjoy doing. Their communication skills are encouraged by staff who discuss their day at school with them and their lives at home. Their knowledge of the wider world is developed, for example, through planned activities that link into national and international events such as the Olympic Games. This gave children the chance to learn more about a range of countries and have the fun of following their adopted country through the games. Children have access to books and writing equipment as well as computers. They use their knowledge of number and problem solving when playing board games. They really enjoy craft work, making puppets and key rings on the day of inspection. The children are able to benefit from a large indoor space which can be used for games such as volley ball and football when the weather is poor or on dark winter nights.

Children's welfare is promoted adequately. Children behave acceptably and staff manage the children's behaviour in a clear and positive way. They remind the children of the club rules and about the use of manners, they praise the children and keep them well occupied. They help the children learn to negotiate and understand what is and is not acceptable. They play harmoniously and develop positive relationships. Staff have the facilities to provide a limited range of snacks and drinks such as toast and juice and children have access to water throughout the session. Children are reminded to undertake appropriate hygiene practices and the children are shown how to keep themselves safe through clear rules on the transfer from school to the club building. Children with learning disabilities and physical disabilities are accommodated well. The setting has a strong understanding of the need to adapt activities to ensure inclusion and to help other children play their part in providing a caring environment that accommodates those with additional needs. Staff also work with parents and other professionals to ensure each child has appropriate care and activities.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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