

Leigh Village Out of School Club

Inspection report for early years provision

Unique reference number	EY369070
Inspection date	21/11/2008
Inspector	Suzanne Joyce Stedman
Setting address	West Leigh Junior & Infant School, Ronald Hill Grove, LEIGH-ON-SEA, Essex, SS9 2JB
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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).

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

Leigh Village Out of School Club opened under new management in 2008. It operates from the dining hall of West Leigh Junior and Infants School which is accessed via a flat surface. All children share access to the school playgrounds for outdoor play.

A maximum of 50 children may attend the out of school club at any one time. The club opens five days a week during school term times, with session times from 15:00 until 18:00. Children attend for a variety of sessions and there are currently 48 children from four to 11 years on roll. The club serves the children attending West Leigh and Leigh County Primary Schools.

The out of school club employs six staff. All staff, including the manager, hold appropriate early years qualifications. Two staff are currently working towards higher level qualifications. The setting receives support from the local authority and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Leigh Village Out of School Club provides good effective measures for children as they make steady progress in all aspect of the Early Years Foundation Stage. Children enjoy their time at the club, however planning needs to reflect children's individual development. All children are treated with equal concern and inclusion has a high priority and is well supported with resources and support services. The registered person and manager are aware of the strengths and areas for improvement within the club and continue to strive to improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure children's assessments clearly link to planning.

The leadership and management of the early years provision

Space is well organised to ensure children are able to play, rest and eat in comfort. The effective deployment of practitioners ensures that they receive individual attention and their needs are met. Children are cared for by practitioners who have completed a range of training to ensure they have the good knowledge and understanding to promote children's welfare, learning and development. Vetting procedures are robust and secure, ensuring all practitioners are suitable to work directly with the children. The management team and practitioners work well together and share a common goal to raising the outcomes for children.

Practitioners have a good understanding of their roles and responsibilities in relation to safeguarding and regularly attend training to ensure their knowledge is up to date. The manager and staff carry out risk assessments, both inside and out. Staff are made aware of policies and procedures through effective induction processes. Self-evaluation of the provision is established, however it is not currently in written form.

Policies and procedures are effectively organised and continually reviewed to reflect current practice. No child is disadvantaged at the club and all are welcomed. They learn about the wider community through discussions and themes.

Practitioners work effectively in partnership with parents and other agencies to develop a consistent approach in meeting children's needs. They demonstrate a good understanding of the benefits of working in partnership with parents and other professionals to ensure that each child settles well and feels secure. Parents receive information about the club and are kept up to date with daily communications. They are regularly informed about their child's efforts and achievements. Information is collated from parents about their child at registration which enables practitioners to build on the children's existing skills.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make steady progress across all areas of learning and development. As a result, children are happy and keen to join in with the activities, often developing planned activities such as making a large Wizards hat and using this in a hide and seek game. Parents and carers are welcomed into the club by friendly, approachable practitioners and the ongoing exchange of information via the school, parents, carers and outside agencies has a positive impact upon children's welfare.

Children have access to the dining room and playground. They enjoy regular daily physical activities such as 'Dodgeball' and skipping activities outside and playing with the parachute inside. Toys and resources are placed at low level to encourage children to make independent choices. Children express their ideas and critical thinking through discussion and craft activities. They eagerly chat amongst themselves about the activities and enthusiastically join in 'whose wearing the hat' game while waiting for tea. They demonstrate good levels of concentration during group activities. All children belong and feel part of the club and are developing an understanding of diversity.

Children develop an understanding of how to stay safe when practitioners draw their attention to sitting sensibly and running around inside. They know the daily routine, such as washing their hands before tea. Staff are trained in administering first aid and have appropriate permission and records in place regarding accidents and the administering of medication to children. Records are shared with parents. Children are encouraged to make healthy choices when deciding what they would like to eat, fruit is provided for snack and they had wraps with cheese, cucumber,

ham and chicken and for afters custard with cake or banana. Food provided is stored appropriately. Staff are aware of the procedures to follow should they have a concern about a child and recognise that this is their first priority. They are aware of the signs and symptoms of possible abuse and know the appropriate procedures to follow should they have a concern about a child.

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?	3
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?	3

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?	3
How well are children helped to be healthy?	3
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
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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 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.