

# Greenside Care Club Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	512480
<b>Inspection date</b>	15/09/2008
<b>Inspector</b>	Jane Hughes
<b>Setting address</b>	Greenside Primary School, South Parade, Pudsey, Leeds, West Yorkshire, LS28 8NZ
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<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 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

Greenside Care Club is a committee-run organisation which provides three different types of provision for children: pre-school, out of school care and a play scheme. The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The organisation opened in 1997 and operates from two rooms in a purpose-built building. It is situated within the grounds of Greenside Primary School in the Pudsey area of Leeds. A maximum of 60 children may attend the out of school club and play scheme at any one time. A maximum of 26 children may attend the pre-school. The out of school club is open each weekday from 07.30 until 09.00 and then from 15.15 until 18.00 term time only. The play scheme opens from 07.45 until 18.00 during the holiday periods. The pre-school opens from 09.00 until 13.00 term time only. An enclosed outdoor play area is provided for the children. There are currently 63 children aged from four to over eight years on roll. Of these, 17 children receive funding for nursery education. Children come from Greenside School and the surrounding areas. The organisation currently supports a number of children with special educational needs. The organisation employs 11 staff. Of these, seven staff including the managers hold appropriate early years qualifications, and one member of staff is working towards a higher level qualification.

## Overall effectiveness of the early years provision

The out of school club meets the needs of children in the Early Years Foundation Stage well. Staff have a good knowledge of children's backgrounds and ensure that every child, whatever their individual need, is able to participate in the varied range of activities on offer. Currently, practitioners monitor children's progress informally as there are no formal assessment procedures. There is developing liaison with other settings, although the exchange of information about what children know, understand and can do is limited. Strong leadership and management demonstrate a good capacity for continuous improvement within the setting.

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

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

- establish formal assessment procedures to identify what children know, understand and can do
- strengthen links with settings beyond the care club to enable the exchange of information about children's achievements.

## The leadership and management of the early years provision

Leadership and management are good. The manager of the after-school provision understands the development and needs of young children. She works in close partnership with the leaders of the before school and pre-school provisions based

in the same building. They regularly discuss what works well and how to improve current practice. This joint approach results in a common sense of purpose among the carefully deployed staff team. The setting maintains the required documentation, records and policies to ensure the effective running of the setting. There is due regard to safe practices, both inside and outdoors. Managers have sufficient time to ensure they develop a clear overview of the setting's strengths and areas to improve. Previous recommendations for improvement have been addressed. These elements combine to demonstrate that the setting has good capacity to improve. There have been few staff changes in recent years. Practitioners are well qualified and are encouraged to study for further qualifications. They have confidence in the leadership and this helps children to feel settled and to learn well. The leadership shows a strong commitment to equality of opportunity. Systems are in place to ensure that all children, whatever their individual needs, are included in the wide range of daily activities.

Partnership with parents and carers is good. Parents appreciate the dedication of the whole staff team. Parents' written comments acknowledge that this is 'a safe, happy place to be'. The setting is heavily oversubscribed. Parents are encouraged to visit the setting and to discuss concerns with their child's key worker. Parental requests for specific help in support of individual children are willingly met by practitioners. Children's views are also sought and acted upon once they have settled in. The setting enjoys good relationships with the neighbouring primary school, from which children come at the end of the day. The current lack of formal assessments undertaken by staff restricts the contribution practitioners make to the school's ongoing profile of the learning and development of each child.

Adults pay close attention to the safeguarding of children and this provision is good. Practitioners update their training regularly and follow the stipulated procedures. Appropriate checks with regard to the suitability of staff are reliable and have been completed for all adults in contact with children.

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

Children in the setting are helped to learn and develop well. This is because practitioners create a supportive environment and plan exciting activities that promote children's learning effectively. High quality activities enable children to absorb a wealth of purposeful learning experiences. For example, photographic evidence shows young children participating in making Chinese lanterns as part of the celebrations for Chinese New Year, and enjoying a range of physical challenges in the spacious and well-equipped outdoor areas. Adults understand how children learn and encourage them to participate in a wide range of child-initiated as well as adult-led activities. Nevertheless, practitioners do not record formal observations of children's learning and this restricts the contribution they make to children's ongoing assessment profiles. Adults' expectations are appropriate to meet the needs of young children. Practitioners take into account the children's personal preferences and this builds children's confidence as they make independent choices about their learning. They enjoy choosing what to do and where to go. Children with additional needs are offered good levels of support and encouragement. The setting welcomes parental involvement in children's learning.

There is good provision to safeguard and promote children's welfare. Each child has a key person who is responsible for their immediate welfare and for maintaining links with their parents, carers and any other care providers. Children's individual needs are well met. Practitioners are well deployed so that the youngest children receive the levels of support they require to make the most of their time here. In particular, practitioners are careful to allow children sufficient time to relax after a busy school day.

The setting promotes high standards of personal and social skills among the children. For instance, they are encouraged to improve how the setting runs and to be mindful of the needs of others. Adults provide positive role models and encourage children to follow the basic rules of behaviour on display around the setting so that they learn how to stay safe. Parents write that 'the discipline is good and any unkindness is tackled straight away'. Good quality resources and wide outdoor spaces entice children to be active every day. They make healthy snack choices and learn what combinations of foods contribute to a healthy lunch box and then share this information with their parents. Evidence indicates that children participate in a wide range of activities that develop skills in literacy, numeracy and information and communication technology. There are ample opportunities for children to use age-appropriate computer programmes, to role-play and to read or listen to stories. All these contribute to children's basic skills for the future.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.