

Frodingham Out Of School Club

Inspection report for early years provision

Unique reference number EY311382
Inspection date 06/11/2008
Inspector Tara Street

Setting address Frodingham Infant School, Rowland Road, Scunthorpe,
South Humberside, DN16 1ST
Telephone number 01724 842408 or 07780653977
Email
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

Frodingham After School Club is managed by a voluntary management committee. It opened in 2005 and operates from a self contained classroom within Frodingham Infant School in Scunthorpe, North Lincolnshire. There are no issues which may hinder access to the premises. A maximum of 24 children aged three to eight years may attend the setting at any one time. The group is open five days a week from 15.15 to 18.00 term time only.

There are currently 80 children under eight years on roll. Of these, 18 are within the Early Years Foundation Stage (EYFS). The club also offers care to children aged from eight years to 11 years. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the compulsory and voluntary childcare register.

There are six members of staff, including the manager, who work directly with the children. All members of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The club provides appropriately for children in the EYFS. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. Children enjoy friendly relationships with the staff, who create a happy environment in which children can play. Staff have experience of caring for children with learning difficulties or disabilities and ensure that all children are included. Information obtained from parents, careers and other professionals enable staff to meet children's different needs. The manager has identified the strengths and some of the areas for improvement within the setting and alongside staff, is working to improve the experiences of the children who attend the setting.

What steps need to be taken to improve provision further?

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

- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any injuries sustained and treatment given
- ensure records of staff suitability include the unique reference numbers of CRB disclosures and the date on which they were obtained
- ensure a record is maintained of regular risk assessment checks and when and by whom they have been checked
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- promote the good health of children and take necessary steps to prevent the spread of infection by ensuring good hand washing procedures are in place before snack time.

The leadership and management of the early years provision

The manager has implemented suitable systems to monitor and evaluate the provision, and to ensure that identified improvements are made where necessary. A recent example has been the introduction of more play resources, which were chosen by the children and the implementation of a quality assurance programme and parental questionnaire. The provider has improved the supervision of the children and confidentiality of children's individual dietary requirements to ensure that the recommendations from the last inspection have been dealt with effectively.

Children are cared for in a secure and generally safe environment. They use a suitable range of toys and equipment which are safe and suitable. This ensures children can play safely and enjoy their time at the setting. However, no record is maintained of daily safety checks or when and by whom they have been made which is required by the EYFS. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. However, staff records do not include all the necessary information from CRB disclosures. Records, policies and procedures that support the setting to promote positive outcomes for children are generally well maintained. However, parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Staff protect children from harm as they clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff form friendly relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are sound links with other early year's practitioners within the school, particularly for those with learning difficulties or disabilities, to ensure children's needs are planned for.

The quality and standards of the early years provision

Staff are beginning to develop an understanding of the EYFS and therefore children's progress towards the early learning goals is generally supported. However, this is not clearly identified within the planning which limits the setting's ability to ensure each child's needs are being met. Children are happy and settled within the environment. A suitable range of age-appropriate activities are made available to children and they quickly become involved in an activity of their choice. For example, children enjoy using the play dough to make donuts for the staff, set up and play games on the computer and play in groups with the small world house. Children develop appropriate socialisation skills as they look out and assist one another. For example, children help to clear away plates and cups after tea time. Children are keen to express themselves and their ideas because staff use appropriate questioning and discussion techniques to help children think and solve problems for themselves. They enjoy free access to a range of mark making

materials, such as pencils, chalks, glitter, textured papers, glue sticks and scissors. Children confidently express their ideas when drawing pictures of bonfire night and the different fireworks they saw. Games and activities are used suitably to promote early mathematical skills. For example, children confidently use number during board games. Children experience suitable opportunities to access information and communication technology to support their learning. For example, battery operated toys, a compact disc player and a laptop computer.

Children enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. However, hand washing routines before snack do not always effectively promote the good health of children. Children experience appropriate levels of supervision and are developing a clear understanding of how to keep themselves safe. For example, staff ask children not to climb on chairs and give clear explanations of the possible consequences. Children enjoy an appropriate range of physical activities which contribute to a healthy lifestyle. For example, they regularly participate in parachute games, throwing and catching and enjoy going on bug hunts with microscopes. Children learn about the wider world through a good variety of resources, such as small world toys, books and role play equipment and through celebrating different cultural festivals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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

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.