

Pop Club

Inspection report for early years provision

Unique reference number	314699
Inspection date	22/10/2008
Inspector	Tara Street

Setting address	Pocklington Community Junior School, 65 Kirkland Street, Pocklington, York, North Yorkshire, YO42 2BX
Telephone number	01759 303763 or 07986 405 225
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).

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

Pop club is run by a voluntary committee. It opened in 1994 and operates from Pocklington Community Junior School in York. There are no issues which may hinder access to the premises. A maximum of 32 children aged four years old to eight years old may attend the setting at any one time. The club also offers care to children aged over eight years old to 11 years old. The club is open Monday to Friday from 07.45 to 09.00 and 15.15 to 18.00 during term time and from 08.00 to 18.00 during the school holidays, with the exception of the week between Christmas and New Year.

There are currently 35 children aged from four years old to eight years old on roll. Of these, three children are within the Early Years Foundation Stage (EYFS). The setting supports children with learning disabilities. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, all of whom work on a part time basis. There are three staff, including the manager, who have appropriate play work and early years qualifications.

Overall effectiveness of the early years provision

The club supports children's welfare and learning well. All children engage in a varied range of interesting and enjoyable experiences, with good interaction from the staff to extend their learning effectively. Staff work closely with parents and others, to help settle new children and ensure their ongoing welfare is promoted effectively. The manager implements good methods to evaluate the provision and shows a strong commitment to improving their practice.

What steps need to be taken to improve provision further?

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

- develop further the records of observation and assessments and use these to regularly plan the next steps in a child's developmental progress
- continue to develop planning to clearly identify how activities will promote individual children's progress towards the early learning goals
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

The leadership and management of the early years provision

Staff form friendly relationships with parents and carers of children, as they exchange verbal information on a daily basis. This keeps parents informed about what the children have been doing and the care they have received. There are clear links with other early years settings that the children attend, particularly for

those with learning disabilities. As a result, continuity of care and learning for individual children is good.

Children's welfare is promoted well within the club. Staff members are well deployed, to provide good levels of support for the children attending. Regular risk assessments ensure hazards are identified and reduced. Staff follow a clear site security policy, to ensure children can play safely and enjoy their time at the setting. There is a thorough recruitment policy in place, which ensures all staff who are employed are vetted for their suitability, undergo a sound induction process and have regular appraisals.

The effective maintenance of records, policies and procedures ensures positive outcomes for all children. The manager has good systems in place to monitor and evaluate the provision. Improvements made to date include changes to the menu, to give children more choice and purchasing more indoor and outdoor equipment. Future plans are well targeted to bring about further improvement to the provision. For example, continuing staff training on the EYFS, introducing an evaluation sheet, to enable the schools to give feedback on the service they provide and organising more visiting artists, to enhance children's experiences. The setting has also improved the recording of accidents, to ensure they are consistently signed by parents and they have reviewed the vetting procedures for staff, to ensure they are in line with current legislation. As a result, the recommendations made at the last inspection have been dealt with.

The quality and standards of the early years provision

Staff have a good understanding of the EYFS. Children are provided with a range of opportunities to help them make good progress across all areas of learning and development. Staff routinely ask children's opinions, about which resources and activities they wish to participate in and their ideas are highly valued. The club is currently developing a new planning system with clear links to the early learning goals and children's individual learning. Staff record observations and they are beginning to complete assessment records and identify some next steps in learning. However, these systems have not yet been fully implemented. The well-organised environment enables children to become independent learners, which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. However, some opportunities for children to develop their self-reliance and independence skills during snack and tidy-up time routines are not consistently provided. Children show a good level of interest in what they do. They play for long periods of time with the toys and resources and are fully engaged. Staff are well deployed to support this and talk to children whilst they play. Staff effectively extend games, by questioning and encouraging the children to think of different things they can do. As a result, their imagination and creativity is well supported and promoted. For example, children eagerly create three dimensional autumn models with soft modelling material, while discussing the different colours of the leaves outside. Children are confident, as they freely access a good supply of writing materials and resources, which enables them to practise their early writing skills. For example, children confidently use scissors, tape, card, stencils and a variety of pens and papers to mark-make, which develops

their pencil control and hand to eye coordination skills.

Children work well together, for example, sharing their knowledge of numbers and shapes, to resolve problems of design when constructing a farm set. The staff have a sound understanding of creating a safe and welcoming environment, in which risks are minimised and children learn to take care of themselves. For example, children clearly understand why they wash their hands before snack and have ongoing discussions with staff, about how to keep themselves and others safe. This understanding is further promoted with regular visits from the air ambulance and fire brigade. The staff have a sound understanding of child protection and they are able to implement the policies appropriately. They make good use of the identified outdoor play areas, to promote the children's confidence and to enable them to enjoy a wide range of experiences. For example, children enjoy playing with hoops, tunnels and bean bags, to create obstacle courses and to use small sports equipment to practise their throwing and catching skills. Children enjoy a good range of resources and activities that reflect diversity. For example, small world toys, books, puzzles and role play equipment that depicts positive images of age, gender, ability and culture. Their knowledge and experiences are further developed, as craft activities linked to festivals of the world are regularly included. Children's information and communication technology skills are enhanced, as they experience a good range of opportunities to use programmable toys, a camcorder, television and a laptop.

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

Leadership and management

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

Quality and standards

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

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 registration or 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.