

Schools Out

Inspection report for early years provision

Unique reference number	EY320674
Inspection date	12/11/2008
Inspector	Jozefa O'Hare

Setting address	Holy Trinity C of E Junior & Infant School, Rear Of, 11 Havelock Road, Handsworth, Birmingham, West Midlands, B20 3LP
Telephone number	07788831874
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

Schools Out after school club opened in 2006. It is situated in Holy Trinity Church of England School in Handsworth, Birmingham. The club facilities include two classrooms and a secure outside play area. Children from four years up to 11 currently attend the club. There are 40 children on roll, with maximum of 24 at any one session. The provision consists of a breakfast club, which operates from 08:00 to 09:00 and after school from 15:30 to 18:00. Both facilities are available to children attending the school. Three members of appropriately qualified staff are present at all times. Currently, the provision includes a young male member who is being trained, together with a part-time sports tutor who provides training in sporting activities. There is disabled access into the setting. The setting is registered on the Early Years Register and both parts of the Childcare Register.

Overall effectiveness of the early years provision

Schools Out club promotes children's welfare and learning effectively. There are rigorous systems in place to ensure that all health and safety matters are in place. The caring and committed staff ensure that children enjoy their time there. There are numerous activities on offer for them, including sport, art and role play. These activities provide children with opportunities to mix socially and to take up an interest. Parents and their children are very happy with these arrangements. The manager provides parents with clear information about policies and procedures of the club. The manager ensures that all children have equal access to all activities on offer. As a result, children are fully included, irrespective of their age and background. This was evidenced on the visit, where all children mixed happily and harmoniously. Currently there is no written self-evaluation, nevertheless, the manager and staff reflect on the priorities for further development. These include working towards a greater social mix of children at the club, and plans are already in place to include growing vegetables and flowers on an allotment. Children lie at the heart of all that the manager plans. She wants 'to make a difference to the community'.

What steps need to be taken to improve provision further?

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

- evaluate the work of the club for impact on children in its care
- liaise further with the Holy Trinity School in order to evaluate the work of the club.

The leadership and management of the early years provision

Schools Out club is well led and managed by a caring and committed team. Members of staff seek and attend courses in order to improve their knowledge and understanding of the learning and development requirements in relation to the

provision. The manager is enthusiastic and effective in her leadership. She has very good relationships with the children and listens to them. For example, she consults them at the end of the week, regarding their preferences and interest for activities, which she takes into account when planning programmes.

While the club's self-evaluation systems identify areas for improvement, these are not yet recorded as part of evaluation the impact of the work. Staff liaise with the school and work well in upholding standards of behaviour to ensure consistency of approach. The manager works closely with other professionals to ensure that children's progress is supported. The manager and her staff are eager to discuss matters and concerns with parents and ensure that they are readily available at every session. However, parents often are in a hurry to leave their children because they are working.

There are very effective systems in place to safeguard the children. Policies and procedures are clear and effective so that children's welfare is very well promoted. Risk assessments for visits are rigorously made and actions taken to ensure the health and safety of all children. Staff have undertaken first aid training.

The quality and standards of the early years provision

Children are actively engaged throughout their time at the club. They enthusiastically enter the room, where they are warmly welcomed by the staff. Children immediately organise themselves in games and activities and respond immediately when called for registration when everyone arrives. They happily resume their activities, sharing resources amicably and generously. Social skills are encouraged and members of staff uphold the school's code of conduct and behaviour. The rooms are decorated with children's work, where they can see that it is valued by the staff. These factors contribute well to children's future learning and development.

Children are actively engaged in a healthy lifestyle. They use the space outdoors to the full for ball games. They understand the need to wash their hands and develop independence in choosing snacks, as observed during a birthday party. Staff respect children's cultural preference, for example, regarding not eating pork. Parents provide information about allergies and preferences so that individual needs are met well.

There is a harmonious atmosphere throughout the session, with children of all ages interacting well. The very good relationships between adults and the children are conducive to creating a happy, calm time for these children. Adults give good example, because they respect children individually. In consequence, children learn to behave well and to respect one another.

Children are safeguarded very effectively. Concerns and contact details are displayed and recorded rigorously. Outings are rigorously risk assessed. Members of staff reinforce safety to children through talks about 'Stranger Danger' and talks by the community policy officer. As a result, children know how to keep themselves safe.

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?	2
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?	2

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?	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

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.