

Downsbrook Out of School Club

Inspection report for early years provision

Unique reference number	EY313264
Inspection date	24/11/2008
Inspector	Eira Gill
Setting address	Downsbrook Middle School, Dominion Road, Worthing, West Sussex, BN14 8GD
Telephone number	07857 735000 or 01903 600577
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

Downsbrook Out of School Club is privately run. The provider is on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. It registered in 2006 and operates from one classroom and the hall in Downsbrook Middle School in Worthing. The out of school club is open each weekday from 08.00 to 08.45, and from 15.00 to 18.00 during term times only. All children share access to a secure enclosed playground and field. There are currently 28 children aged from five to under 13 years on roll. Children attend from the host school and three others. The club has Early Years Foundation Stage (EYFS) links with these other schools. They are collected by minibus and the club staff. The setting currently supports a very few number of children with learning difficulties. There are seven members of staff; of these, four hold appropriate early years qualifications and two members of staff working towards degrees. There is disabled access to the setting.

Overall effectiveness of the early years provision

Early years children in Downsbrook Out of School Club benefit from good quality provision in their own accommodation within the school. The setting is generously staffed with well qualified and experienced adults who provide supportive guidance and secure care. Children are safe and enjoy their time whilst in this inclusive setting. Staff promote well all aspects of their welfare and learning. Partnerships with parents, the host school as well as all schools the children attend during the day are good. All groups of children make good progress, given their age, ability and starting points. There is a good capacity to improve even further.

What steps need to be taken to improve provision further?

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

- use snack time more effectively as a teaching and learning opportunity when children can make progress in their social development, language skills and numeracy
- ensure that the individual records required to ensure the suitability for employment of all practitioners are more easily accessible

The leadership and management of the early years provision

The manager is very experienced and well qualified. Links are good with the host school. Links are good with the three other schools the children attend. Registers are completed by staff as children are collected by minibus. In addition, assistants talk to the teachers and write down anything of importance in the children's communication books that may affect them during their time at the setting. When parents collect their children, they sign out appropriately. Safety is paramount during these changeovers and assistants diligent in their care of the children. The

organisation of activities plus collection of children by their parents at different times at the end of afternoons happens seamlessly. All staff work well together as a team. They are energetic and alert to what is happening around them. The manager has ensured all staff are on the waiting list for training for the EYFS.

Regular self-evaluation by the manager and staff ensure that any priorities for future development are identified and acted upon. For example, as a result of the introduction of the EYFS curriculum, all statutory policies and procedures have been reviewed. One of the parents, originally from Poland, is gradually translating the policies into Polish to ensure they are accessible to all parents. Questionnaires to parents have resulted in improvements in how children become more familiar with the setting by having short 'taster' sessions. Appraisals of the staff are carried out regularly either informally or formally. The manager is constantly observing staff and able to discuss elements of their practice that might need some development. Children's well-being is safeguarded very effectively. Their personal and medical needs are monitored and recorded appropriately. Children are very safe and risk assessments are vigorous. All staff are vetted thoroughly and meet requirements. However, individual records need to be more immediately accessible when needed.

Links are good with parents. They praised the school for the care given to their children. For example, one said, 'The setting provides wonderful activities that help my child's social and creative skills.' Another parent commented, 'I've made lots of friends here.' They receive newsletters from the manager and open evenings have been organised when a few new parents attended.

The quality and standards of the early years provision

Children are given good opportunities to learn and are supported well by a sensible balance of adult led activities and those chosen by the children. Staff encourage the children, especially the older ones, to learn and play through energetic outside activity as much as possible. This is very carefully supervised. Indoor activities are planned well and ensure that children enjoy their learning. They especially like dressing up, making dens with the furniture as well as quieter and more creative activities. Older children play snooker. A wide range of resources are available.

Children are very happy. Their behaviour is good and they move forward well in their personal and social development in particular. An advantage of being with older children is that 'incidental learning' takes place. The children listen and watch what is going on. They join in the activities and are supported well by assistants. Those who have special needs are given much encouragement and effective support. A large group enjoy making models and pictures using a wide range of craft resources. The young children concentrate for a long time as they stick bits and pieces together making, for example, textured pictures and a secret box. Others make instruments out of card and other resources for their band. Plenty of opportunities are made for the children to develop their fine motor skills. The assistants' good skills, humour and patience move the children's speaking and listening skills forward well. Other children, in their play, measure their den with a metre ruler. The manager organises visits and visitors at intervals throughout the

year such as the local paramedics and the fire officers with their fire engine. This widens the children's knowledge and understanding about the area they live in. Taking part in all these well planned activities are preparing children well for their economic well-being.

The children contribute to the community by making friends and respecting other children's diverse needs and backgrounds. They are given good opportunities to tidy up at the end of the day. They particularly enjoy hoovering. Children make fruit salad and pizzas for snack time at the end of the week. However, opportunities are lost to use snack time every day as a learning session to develop children's personal, social and communication skills as well as their knowledge of number and understanding of healthy eating. Children help themselves at the snack bar and are not always encouraged to sit properly around a table.

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

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.