

Slaithwaite After School Club

Inspection report for early years provision

Unique reference number	311421
Inspection date	16/02/2009
Inspector	Alexandra Cole
Setting address	Community Centre, Bankgate, Slaithwaite, Huddersfield, West Yorkshire, HD7 5DL
Telephone number	07985 506212
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

Slaithwaite Out Of School Club has been registered since 1992 and is run by a voluntary management committee. The club operates from rooms within Slaithwaite Community Centre. The club is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 40 children may attend the club at any one time. There are currently 70 children aged from three to 12 years on roll.

The club is open weekdays during term time from 15.00 until 18.00. Children are picked up from local schools and arrive at the club at approximately 15.45. The holiday play scheme is open weekdays from 08.00 until 18.00. The club is closed for bank holidays and usually the week between Christmas and New Year. All children have access to a soft play area and a former school yard.

During term time children attending come from five local schools. The holiday play scheme takes children from a wider catchments area within Kirklees. The club currently supports children with learning difficulties and disabilities. The entrance to club is ramped for wheelchair users.

The committee employs seven staff to work with children including school escorts who are available for other duties. At least half of the staff hold appropriate early years qualifications to level two, the manager holds a level three qualification and one member of staff is working towards a level three qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy and settled at the club and have access to a suitable range of toys and resources that meet their developmental needs. However, insufficient attention is given to monitoring and assessing children's development in order to assess their progress towards the Early Learning Goals. The staff are able to assess the strengths and weaknesses of the setting and they have a positive attitude towards improvement. Positive steps are taken to provide an inclusive environment that welcomes children's individuality and supports those with learning difficulties and disabilities.

What steps need to be taken to improve provision further?

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

- ensure the premises are maintained at a temperature which ensures the comfort of the children and staff
- obtain written permission from parents where children are to be picked up by another adult.

To fully meet the specific requirements of the EYFS, the registered person must:

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and to ensure the observations are matched to the expectations of the early learning goals (Learning and development).

02/03/2009

The leadership and management of the early years provision

Policies and procedures required for the safe and appropriate management of young children are in place and most of them contain all of the relevant information. Although systems are in place to protect children from leaving with unauthorised adults. Written permission from parents for when children are to be picked up by another adult has not been obtained. A comprehensive child protection procedure is in place ensuring staff are aware of signs and symptoms of abuse. In addition staff have a clear understanding of their role towards child protection and are able to put relevant procedures into practice to ensure children are fully protected.

Children are cared for in a welcoming environment where their independence and decision making skills are promoted as they self-select from a suitable range of toys and resources. However not all of the areas used by the children are maintained at an adequate temperature in order to ensure the consistent comfort of the children. Thorough risk assessments are undertaken to ensure children stay safe and are protected. For example, it is identified that during adverse weather conditions an extra member of staff is required to escort children from one of the schools. This ensures children with additional needs are appropriately supported. Entrance to the premises is safe with a secure entry system and the fire evacuation procedure is practised regularly with the children. This ensures they understand the course of action to take in an emergency.

The staff team have a positive attitude to improvement and plans are in place to enhance the quality of the provision. Satisfactory progress has been made in addressing weaknesses identified at the last inspection. For example, procedures for monitoring staffs performance have been implemented and the system of recognising children's good behaviour has been enhanced.

Reasonable steps are in place to assess the settings strengths and weaknesses and staff are aware that the current system of observing and assessing children's development is insufficient. Suitable systems are in place to promote a positive partnership with parents. For example, parents are given an information pack regarding the settings policies and procedures. Continuity of care is promoted as links between the club and the schools where the children attend have been established.

The quality and standards of the early years provision

Children are making satisfactory progress in all areas of learning and development. They are happy and settled at the club. They delight in dressing up and pretending to be a monster, they are engrossed in this activity and clearly enjoy developing their imagination in this way. Children have been involved in devising acceptable codes of behaviour and are able to explain to the inspector the importance of sharing with one another. The staff give children opportunities to make themselves heard and that what they say is valued. For example, a 'club council' is in place where children have organised a valentines' disco.

The children are able to contribute towards what activities are available to them. For example, after snack time they are all involved in devising the activity plans for the week; contributing towards their sense of belonging. Staff suitably support the children and use questions that enable them to think critically. For example, whilst making a 'robot' out of boxes staff ask children where they think the arms should go and what material is suitable to use for this purpose.

Children are encouraged to learn how to keep themselves safe through gentle reminders from staff. For example, as they are reminded to ensure they are sitting on their chairs safely. A reasonable range of activities that promote children's understanding of diversity are in place. For example, children sample foods from different cultures and have recently celebrated Chinese new year. Children are developing their literacy skills as they have free access to the mark making area and happily write their names on the chalk board.

Children have access to a suitable range of activities inside and out. During the school holidays they are involved in choosing special outings, such as bowling and a trip to the cinema. They are able to self-select from the suitable range of activities and ask staff for other resources to be brought out. For example, staff respond to children's request to make a model. They engross themselves in this task using the glue, sellotape and pipe cleaners singing songs as their model develops.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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.