

Outlane Out of School Club

Inspection report for early years provision

Unique reference number

EY380436

Inspection date

21/01/2009

Inspector

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Setting address

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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

Outlane Out of School Club is individually owned and operates from Moorlands Primary School, Mount, Huddersfield. The club is registered to provide care for 32 children. The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The provision is open from 07.45 to 08.50 and 15.20 to 18.00, Monday to Friday, term time only and 08.00 to 18.00 for holiday care. Places are offered to children attending Moorlands Primary School. The children have use of the community room and both school halls and associated facilities. Outdoor play is available in a fully enclosed play area and a multi use games area, which is adjacent to the premises.

Overall effectiveness of the early years provision

Children are happy and settled at the group and they benefit from a warm and welcoming environment and caring staff who understand their individual needs. Children are making satisfactory progress towards the early learning goals and their welfare is suitably promoted. Positive steps are taken to provide an inclusive environment that welcomes children's individuality and supports those with learning difficulties or disabilities. The provider is generally able to assess the settings strengths and weaknesses and has a positive attitude to improvement.

What steps need to be taken to improve provision further?

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

- access Early Years Foundation Stage training for staff
- ensure there is a formal method of self evaluation to review practice and areas for continuous improvement
- introduce a more formalised system of passing information between parents and school via the provider.

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

- ensure that all risk assessments are signed and dated (Safeguarding and Welfare).

22/01/2009

The leadership and management of the early years provision

All required policies, procedures and documentation for the safe and efficient management of the setting are in place. Positive steps are taken to safeguard children's welfare and ensure they are cared for by staff that have the appropriate skills and abilities to carry out their role. For example, qualification requirements are met and recruitment and vetting procedures are sound. Children are further protected by staff's understanding of their responsibilities under Children Act. Risk

assessments are in place for all areas of the provision, however, these are unsigned which is a breach of a specific legal requirement. The premises are safe and secure and children are protected by a range of measures including access through the school reception, where all visitors sign in and out, and the perimeter of the club is alarmed when the main areas of the school are closed.

Some systems are in place to assess the settings strengths and weaknesses, such as staff appraisals and team meetings. However, the staff have no formal systems of self evaluation in place. They are committed to continuous improvement through staff development and training but have difficulty accessing courses through the local authority. Staff have identified the need for more outdoor and physical activities, and closer working with school staff. School staff come into the group and the group staff take responsibility for passing information from parents to school and vice versa. However, this is an informal system with no method of checking that messages have been passed on.

Partnership with parents is good. Very good relationships were observed between staff and parents and staff take time to chat with them about their child. Parents have access to policies at all times and parents are kept well informed of the group's activities as staff have input into the weekly newsletter that goes out from the school. The setting is proactive in providing an inclusive environment

The quality and standards of the early years provision

Children are happy, confident and settled in the provision and are making satisfactory progress towards the Early Years Foundation Stage (EYFS). They are given individual support in an environment that supports their learning and development. They have room to move around freely and make choices about their play and initiate their own learning. They are able to make choices about their play which promotes their independence skills. The routine of the group is planned to ensure that children have daily exercise and opportunities for exploration and extending their gross motor skills. They move freely between the playroom and the hall where they are able to run, play ball games, skip or choose a quieter activity such as crafts, table games, construction or relax by watching a video. Staff are well deployed between the two rooms and take turns to be involved in active or quiet play. They spend time talking to the children and extending their language skills. Children's vocabulary is good and they use words such as 'continue' and 'research' in every day situations.

Interaction between the staff and the children is good. They know the children well and understand their individual needs. They know who will accept good natured teasing and recognise that a quiet child was sat alone and not involved in play. A staff member spoke to her and gradually drew her into an activity.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They make choices about when to have their snack and prepare it themselves from a range of options. These include wholemeal bread, crackers, different spreads, fresh fruit and a choice of drinks.

Planning is basic with more formal systems in place for holiday periods. Children have input into planning and are able to submit ideas in writing or verbally. Parents also feedback on what the children have enjoyed and put in ideas for future activities. Some staff have difficulty in delivering the EYFS as they have received no information, training or advice from the local authority. Children do not have individual records of achievement, but staff are encouraged to have input into school development files. All children using the after school club attend the school.

Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. They have set their own house rules which are displayed on the wall. Good behaviour is an expectation and staff are positive role models for the children.

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?	4
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

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 since registration.

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.