

Child Seasons Out of School Club

Inspection report for early years provision

Unique reference number	EY383905
Inspection date	08/01/2009
Inspector	Linda Filewood
Setting address	Bracken Edge Primary School, Newton Road, Leeds, LS7 4HE
Telephone number	01132623335
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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

Child Seasons out of school club is a privately owned provision which opened in 2008. It operates on the site of Bracken Edge Primary School in the Chapletown area of Leeds. The premises are accessible to people with limited mobility and the club uses the foundation stage classroom, community room, IT suite and school hall for all activities. There is easy access to a secure outdoor play area.

The club is open each weekday from 15.00 to 18.00 during term time, and from 08.00 to 18.00 during school holidays. There are 24 places for children in the Early Years Foundation Stage. This provision is also registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are currently eight children in the early years age group on roll.

There are three staff working with the children, two of whom hold an appropriate child care qualifications.

Overall effectiveness of the early years provision

Staff work well with parents to make sure that the individual needs of each child are fully promoted and are developing ways to ensure that relevant communication with the school gives children continuity in their learning. The provision provides a fully inclusive environment, promotes equality of opportunity and encourages a positive attitude to diversity. Enthusiastic staff, who effectively plan the environment and activities so that children are able to fully participate and progress across all areas of learning, appropriately support children. Clear arrangements are in place to ensure children's safety and health. The staff team have a clear understanding of areas for development in this new provision in order to constantly improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure children practice the fire evacuation procedures
- continue to develop systems to assess children's progress and ensure there is a regular two-way flow of information with the school in order to develop planning for the next steps in children's learning
- continue to review records, policies and procedures to reflect changes in legislation.

The leadership and management of the early years provision

An enthusiastic staff team promotes children's personal, social and emotional development well. This ensures a warm and friendly environment where children

are developing good social skills, learning to play successfully alongside others and developing friendships with those around them. Staff actively promote equal opportunities and anti-discriminatory practice, offering children clear explanations when necessary and ensuring all children and families feel included, safe and valued. Good relationships exist with parents, who appreciate the care that is provided for their children.

Planning and the maintenance of records, such as assessment records, to fully meet the requirements of the Early Years Foundation Stage framework are at an early stage of development. Staff meet regularly and discuss the ways that the activities and resources they provide best match the children's individual needs and developing skills. As a result, each child makes steady progress in their learning and development. Staff are proactive and keen to provide the children with enjoyable experiences through well organised space and resources which are easily accessible. This promotes children's independence, confidence and choice of play. The system to maintain a regular two-way flow of information with the school, in order to develop continuity in their planning for the next steps in children's learning, is not yet fully efficient. The provider is aware of the strengths and areas for improvement within the setting and, working with the staff, children and parents, is committed to improve the experiences of the children who attend the club.

Robust vetting procedures for staff who work with children are in place and ensure that they are suitable to do so. A clear induction and on-going training programme ensures that staff are aware of their role and responsibilities, and have a secure knowledge and understanding of the local safeguarding policies and procedures. Good security arrangements are in place within the building, entry is carefully monitored and children are very safely collected at the end of the school day. Staff fully understand the importance of knowing the whereabouts of each child expected to attend the club. Regular risk assessments are carried out and recorded as required. Consequently, children's safety and welfare is well maintained.

The quality and standards of the early years provision

Children are provided with sufficient opportunities to support their steady progress across all areas of learning and development. Planning is flexible and responds to the children's interests, ideas and unplanned events. For example, on a cold day the staff encourage the children to take part in music and movement indoors, whilst other children wrap up warmly to enjoy active outdoor play. Children contribute to the planning process by being asked their opinion of activities and how they can be developed. There is a satisfactory balance of adult-led and freely chosen or child initiated activities which help children make decisions regarding their own learning. Staff are aware of the abilities and preferences of the individual children in their care through observations and discussion with the children, parents and teachers. They observe children as they play, however, these are not yet used in conjunction with the school to plan the next steps in children's learning.

Children are settled and enjoy their time at the end of the school day. During

activities staff support children well and sometimes join in to enhance children's activities, such as role play. They suitably extend children's speaking and listening skills by valuing what they say and talking to them about their school day. Children are keen to show staff the picture they have done at school and interact well with them and with each other. They chatter happily at snack time as they sit socially together and express their preference for snack. Young children learn the importance of good personal hygiene through well implemented routines. For example, they need no reminding to wash their hands before eating, and confidently clear their plates away and clean sticky hands afterwards. Children take part in a range of activities that encourage them to share and take turns. They are well aware of whose turn it is on the computer and confidently remind the staff.

Children experience plenty of opportunities that encourage them to embrace differences in gender, ethnicity, language, religion and cultures. For instance, a member of staff able to speak a child's home language provides them with an opportunity to use it in their play and learning. Positive, age appropriate strategies are in place to support children's good behaviour and they benefit from the staff's praise for good manners. Young children respond appropriately to guidance about keeping themselves safe, such as reminders about sitting on chairs properly and not running indoors. They practice fire drills during a school day, but have not yet practiced them from the room used by the club so would be unsure of the correct procedure to evacuate quickly.

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?	2
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?	2
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?	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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
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?	2
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 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.