

Mary Swanwick Out of School Club

Inspection report for early years provision

Unique reference number EY382699
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Inspector Susan Kathleen Wormald

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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

The Out of School Club opened in 2002, and re-registered in 2008. The provision operates from the community room of Mary Swanwick Infant School in Old Whittington. The club also have access to the school playground and hall. The facility serves the Old Whittington Infant and Primary Schools. The provision is registered to care for 32 children aged three to eight years and is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register.

The group opens five days a week during school term time and sessions are from 7.45am until 8.50am and 15.10pm until 17.30pm. The club is owned by a management committee and employs four members of staff two of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are happy to attend the setting and benefit from the relaxed and friendly atmosphere. Staff have a sound understanding of children's individual needs and create an environment where their care and welfare is a priority. However, practitioners do not assess and record what children know, understand and can do with reference to the six areas of learning. They do not evaluate the effectiveness of planned activities or use assessment information well enough to ensure that children are offered individualised learning, development and care. Ongoing systems for self evaluation and monitoring the provision are not in place although there is recognition that this is an area for further development.

What steps need to be taken to improve provision further?

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

- improve staff's knowledge and understanding of the Early years Foundation stage so that they provide children with activities and experiences that will enable them to make progress towards the early learning goals in all areas of learning and ensure that these complement those in other settings
- carry out evacuation drills on a regular basis ensuring that all children are clear regarding procedures to follow
- ensure that the risk assessment identifies all aspects of the environment that need to be checked both indoors and outdoors.

The leadership and management of the early years provision

Most required documentation, which contributes to children's health, safety and well being is in place and generally reflects what is needed. There is due regard to safe practice and appropriate safeguarding policies and procedures are in place.

Staff have a clear understanding of these and of their responsibilities ensuring that children are well protected. Staff's knowledge and understanding of the Early Years Framework and its requirements is limited however it has been identified as an area for improvement and there are plans in place to address the issue. Staff are aware of the value of training and evaluating their practice but at present there are no clear systems in place for monitoring the provision on an ongoing basis and this limits the provider's capacity to build on strengths and address any areas for improvement. Staff share a common sense of purpose and are committed to making the changes that would lead to improved outcomes for children. Children are cared for in a sufficiently secure environment although emergency evacuation is not practised regularly.

Parents are provided with some information about the setting and they have opportunities to contribute what they know about their child's needs and interests when their child first starts to attend. This helps to identify starting points and any need for additional support and to focus on their individual needs. Staff show a commitment to inclusive practice so that all children are able to participate in the activities offered. Parents are kept well informed about their children's welfare and progress on an informal basis and staff work hard to encourage parents to be involved organising picnics and meals out.

The quality and standards of the early years provision

Children have the choice of some entertaining activities which reflect and sustain their interest. They enjoy attending the scheme, settle quickly, find their friends and launch themselves into different activities. They have the choice of a range of resources and are encouraged to access these independently. They choose the games they want to play and help themselves to creative resources. Children are at ease in the informal environment and talk and write positively about how they spend their time. They play together companionably devising a menu and learn how to play dominoes. There are good opportunities for them to have a say in how the club is run and they are consulted for example about the snacks they are offered. They enjoy eating the pizzas that they had prepared themselves. Children have friendly, relaxed relationships with staff who are supportive and helpful and they chat together about their day. This contributes to children's sense of security and belonging. Staff use everyday opportunities well to reinforce children's awareness of danger. Children learn to keep themselves safe, to look after themselves and understand about risks, such as when they practice road safety routines. Adults have high expectations of children's behaviour and children are polite and well mannered and understand what is expected of them. Staff make good use of opportunities to help children to respect one another and to have a positive understanding of diverse backgrounds. Children's individual needs are sensitively addressed and adults make certain that young children always feel safe and well supported.

Currently, practitioners do not assess and record what children know, understand and can do on an ongoing basis. This prevents the setting from demonstrating the progress children make during their time here or using the information to adapt activities to help them make the next steps in their learning. This means that

children's progress towards the early learning goals is not monitored effectively, gaps in their learning are not readily identified and activities are not consistently planned to offer experiences in all areas of learning. There are some good links with school and staff and teachers regularly share information on an informal basis. However, it is not clear that practitioners make sure that what they plan and provide effectively complements the education and care in other settings ensuring that children's development and progress is fully supported.

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

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 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.