

Greystones After School Club

Inspection report for early years provision

Unique reference number	300772
Inspection date	08/01/2009
Inspector	Anthony Anderson

Setting address	Tullibardine Road, Sheffield, South Yorkshire, S11 7GL
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Telephone number	0114 2670087
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Email	
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Type of setting	Childcare on non-domestic premises
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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

Greystones After School Club opened in 1995. It operates from two rooms in a self-contained unit in the grounds of Greystones Primary School. There is access to a snack preparation area, toilets and a hard-surfaced outdoor playground. The club serves Greystones Primary School. The setting is registered to care for 32 children at any one time and there are currently 75 on roll. The children attend a variety of sessions each week. There are currently no children attending with learning difficulties and/or disabilities and no children who speak English as a second language. The provision is also registered on the compulsory and voluntary part of the Childcare Register. Sessions are from 15.20 to 18.00 Monday to Friday during school term time and 08.30 to 17.30 on school INSET days. Four staff work with the children, all of whom have suitable qualifications. Supply staff are available to provide emergency cover. The group receives support from the Sheffield Out of School Network.

Overall effectiveness of the early years provision

The after school club provides good support for children in the Early Years Foundation Stage (EYFS). At the time of the inspection, the key worker system was not yet fully implemented. However, there are good systems of planning for EYFS children linked to regular observations and assessments of their progress in the setting which means that staff cater well for their individual needs. Although checks to ensure safe staff recruitment are fully in place, the frequency of renewal is not yet defined. Welfare and health and safety systems are well documented but procedures for sounding the alarm in the case of fire or evacuation are inconsistent. The main recommendations from the last inspection have been addressed and the setting demonstrates good capacity for continuous improvement through good systems of leadership and management and of regular self-evaluation.

What steps need to be taken to improve provision further?

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

- ensure that each section of the setting has a designated 'whistle station' for the purpose of fire drills and evacuations
- establish a safeguarding policy which includes a definitive renewal date and ensure that all staff apply for an updated vetting check by the designated date
- complete the implementation of a key worker system.

The leadership and management of the early years provision

The setting is well led and managed and staff are suitably trained and qualified for their respective roles. The ratio between adults and children meets statutory

requirements. Although staff are suitably vetted in line with guidance on safeguarding, there is no set renewal date for these checks to be carried out. Regular risk assessments of the setting are carried out in accordance with defined procedures and the outcome is recorded. Medical and first aid procedures are well documented and practised. Staff pay close attention to the health and safety of children but there is some inconsistency in the storage and use of whistles to alert children to fire drills and evacuations of the setting. Staff undergo regular appraisals and they are encouraged to identify any areas of potential training which are relevant to their own professional development. The management and staff help to create a warm and colourful environment for children attending the setting in which the requirements of the new EYFS framework are prominently adopted. However, the key worker system is not yet fully in place for the very small number of EYFS children attending the provision.

The setting's procedures for regular self-evaluation of its effectiveness and how this ensures continuous improvement are developing well, and a formal self-evaluation document is at an advanced stage of construction. The monitoring and assessment systems linked to the progress young children make, are good and are utilised well to inform future planning. The progress made by children is frequently shared with parents and with key staff at the main school. Children confirm that they enjoy their time in this setting and that staff are always friendly and helpful.

Links with parents are strong and the setting regularly consults them through frequent discussions and occasional questionnaires. A notice-board provides information for parents and updates them about occasional specific events, such as the recent Christmas celebrations. The setting's links with the main school are strong and have a clear and positive impact on children's progress and enjoyment.

The quality and standards of the early years provision

The out of school provision is good. Staff create a positive learning environment and weekly planning consistently takes into account the six areas of learning for young children. There is a wide range of written records of children's work and activities whilst in the setting and this is linked to regular assessments and evaluations of the levels of progress they make. Day to day organisation of the setting is good and regular risk assessments are undertaken and recorded. Children are encouraged to wash their hands before eating and after visiting the toilet. Young children behave well and display good relationships with each other and with members of staff.

Children engage in a wide range of games and activities in the adjacent school playground, after enjoying a healthy snack of freshly prepared food, fruit and non-fizzy drinks. Alternatively, there are comfortable seating areas near a television set and a well-utilised quiet area where children are sometimes entertained with songs played on an acoustic guitar. A wide range of board games and segregated play areas adds to the comprehensive out of school club provision. The practice of separating older and younger children at the start of each session works well and allows them to successfully complete the daily transition from the main school to

the more relaxed environment of the out of school club. When they are later allowed to mix freely, older boys and girls provide effective support to younger children and this helps to build their confidence and adds to their enjoyment. Staff use good questioning opportunities to engage and encourage young children to develop their speaking and listening skills. Children demonstrate positive attitudes to staff and respond well to the wide variety of initiatives, activities and games, all of which enhance their personal development.

Children demonstrate enjoyment in this setting by their happy, smiling faces. They show positive attitudes and behaviour to staff who are effective role models. The indoor and outdoor facilities are utilised well to support the setting's provision and there is a key focus on fun and enjoyment which is very successfully delivered. Young children make a good contribution to the setting's community and there are clear and positive links to their future development, well-being and learning.

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
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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.