

The Endsleigh Out of School Club

Inspection report for early years provision

Unique reference number	EY374294
Inspection date	07/01/2009
Inspector	Linda Phillips
Setting address	1 Salisbury Hall, Park Road, Hull, HU3 1TD
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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 Endsleigh Out of School Club was registered in 2007 and operates from rooms on the third floor of an old converted building in the west of Kingston upon Hull. There is limited access for those with physical disabilities. A maximum of 32 children may attend the club at any one time from the ages of three to under eight years. The club is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

There are currently 33 children on roll, five of whom are within the early years age group. The club is open each weekday, during term time, from 15.00 to 18.00 and during school holidays from 08.00 to 18.00. Children attend the club from a number of different local schools and have agreed shared access to an outdoor play area at the primary school next door.

The club employs four staff, who hold relevant childcare qualifications with the manager holding a Level 4 in Early Years and Education.

Overall effectiveness of the early years provision

Children benefit from care provided in the clean, comfortable, and inclusive environment at the setting. They enjoy an interesting range of activities, which are both adult-led and initiated by themselves. During term time, children, in the main, play indoors, but during school holidays they have varied and numerous trips and outings within the local and surrounding areas. Most aspects of children's welfare and learning are met, although their progress and personal development is not always shared with other providers delivering the Early Years Foundation Stage framework. Clear systems, which monitor and evaluate the quality of the provision, are in place, which enables staff to implement appropriate improvements.

What steps need to be taken to improve provision further?

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

- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved.
- where children receive education and care in more than one setting, practitioners must ensure continuity and coherence by sharing relevant information with each other and with parents.

The leadership and management of the early years provision

All required records are well maintained including, for example, the register of children attending, which includes their arrival and departure times, and written risk assessments, which result in any concerns being identified and appropriately addressed. The club also has a range of suitable policies and procedures in place,

which are shared with parents. The manager and staff have carried out a self-evaluation exercise. This has led to a clear identification of targets for further improvements, including, for example, two additional rooms in the process of renovation ready for use.

Early Years Foundation Stage training has been undertaken by the manager and systems for observing children and of evaluating opportunities around the six areas of learning are in place. Yet, no established systems are in place for the sharing of information between the club and the schools the children attend in order to fully work together for continuity and coherence.

There is an effective partnership with parents, who are verbally informed about the activities their children engage in and who express great satisfaction with the club and the commitment of the staff. The written complaints procedure in place is shared with parents, and a log is available to record any concerns and their outcome. The setting operates an open door policy where parents have the opportunity to talk with staff at any time. Their wishes are respected such as dietary requirements, which are duly noted. Staff display a positive commitment to supporting children with additional requirements, for example, children with disabilities, and work closely with parents and other professionals to ensure their individual needs are well met.

Staff have attended safeguarding training and have a good knowledge about the signs and symptoms of harm and reporting procedures and of their responsibility to protect children. Although the premises are dual-purpose, robust systems are in place to ensure children are kept safe as other people are denied access to the building until the last child leaves.

The quality and standards of the early years provision

Activities and opportunities are planned and are a balance of child-initiated activities and at least one adult-led activity each session. As a result, children are making good progress across the six areas of learning. Children help staff to set out the rooms, have free choice of toys, resources, and play materials. Although children access the adjoining school playground for outdoor play mainly in the holidays, children still benefit from more robust and energetic activities inside, for example, playing team games in a large room with safety mats on the floor. Rooms used by the children are most welcoming, and displays of their own work include, self-portraits and club "rules" which give them a sense of belonging and ownership. The display of photographs shows children participating in a wealth of activities within the welcoming environment.

Children are happy, well settled and clearly enjoy their time in the club. They know the staff well and are keen to follow the daily routine. Children are confident and make independent choices about what to play with; they take turns when playing electronic games on computers, whilst others are happy to use their imaginations with dressing up clothes and small world items. Children have opportunities for a wide range of learning opportunities; staff observations, and the recording of evaluations of activities enables staff to clearly see what children enjoy doing.

Children support each other well, and welcome first time attendees by encouraging them to join in their games and fun. Opportunities arise for children to pursue their creative talents and parents confirmed children regularly take home items they have made.

Children are extremely well behaved. They respect each other and play well together. They are developing an understanding about their own needs and the needs of others and learn about the wider world as they have opportunities to celebrate festivals such as Diwali and Chinese New Year, where food-tasting sessions are arranged. The health and well-being of children is promoted as they are encouraged to develop good personal hygiene practices to minimise the spread of infections through regular hand washing, for example. Staff have good up-to-date knowledge of first aid procedures and take appropriate actions when accidents occur.

As the club operates from third floor rooms, good safety measures are in place; children go up stairs together when they arrive, only coming back down when they are collected, and as a result of this they are closely supervised on the top floor at all times. They are developing a good awareness of their own safety, for example, once older children prove they can act responsibly when walking to the minibus, they do not always wear their high visibility waistcoats. Although many safety features and measures are in place new children are not familiar with emergency evacuation procedures, as they have not had the opportunity to be involved with this, which could compromise their safety.

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?	3
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?	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.