

Tranmere Out of School Club

Inspection report for early years provision

Unique reference number EY318901
Inspection date 20/01/2009
Inspector Marian Thomas

Setting address Tranmere Park Primary School, Ridge Close, Guiseley,
Leeds, West Yorkshire, LS20 8JJ
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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

Tranmere Park Out of School Club provides out of school and holiday care for children aged from three to 11 years. It is located in the school premises in Guiseley on the outskirts of Leeds. Indoors, the facility has the use of the school hall, 'T' room with kitchen and toilet facilities, as well as the library and information and communication technology (ICT) suite. Holiday care provision is situated in the school bungalow. The outdoor area is large and enclosed and is shared with the school. The facility is open from 08.00 to 08.50 and from 15.15 to 18.00 each weekday during term time. During school holidays care is from 08.00 to 18.00. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It may care for up to 52 children at any one time. Currently there are 73 children on roll, of whom 12 are under five. The setting welcomes children with learning difficulties and/or disabilities and for whom English is an additional language.

Nine staff work with the children. Two hold level 3 childcare certification, two hold level 2 certification and four are undertaking level 2 training.

Overall effectiveness of the early years provision

Tranmere Park Out of School Club is a good provision, which recognises and promotes the unique needs of each child in attendance. Because of this, including every child is a priority to the management and staff of the setting and this is reflected in the way in which children's learning and development needs are met. Children are listened to and their suggestions contribute directly to activities planned within the setting. Parents say that the provision is very safe and that their children enjoy attending. There has been good improvement since the last inspection. Good self-evaluation and effective actions give the setting a good capacity to improve further. Policies and procedures are up to date, but the setting does not link its records of children's achievement closely enough to the new Early Years Foundation Stage requirements.

What steps need to be taken to improve provision further?

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

- ensure that staff link their observations of children's achievements closely to the Early Years Foundation Stage requirements.

The leadership and management of the early years provision

High quality, well trained staff and the very happy atmosphere promoted by them ensures that children's learning and development is good and that children behave well. Good organisation enables children to move around the provision freely and make choices from the well organised activities. Staff consult children when planning new activities and use this to inform future learning. One child

commented, 'We really love coming here because we do really fun things which we help choose'. The planning for children's learning is based on good quality observation and evaluation of how children respond to the activities. The manager has a good understanding of the setting's strengths and areas for improvement, and ensures that staff are kept aware of current developments. There is recognition that practice could be even stronger if observations of children's achievements were linked more closely to the stages of learning identified in the Early Years Foundation Stage.

Effective safeguarding procedures are in place and meet current legislation to ensure all risks are identified and assessed, particularly when children go on trips. Good improvement since the last inspection has ensured that regular fire drills are now in place. The setting works well with parents and the school, sharing information on a daily basis to ensure continuity of care. For example, a positive behaviour policy is in place and links closely with the school's policy. The setting has a very inclusive ethos and, although no pupils with learning difficulties and/or disabilities currently attend, positive images of disability are displayed.

The quality and standards of the early years provision

All staff have calm and friendly attitudes and often join children in their play. Relationships are good. This develops children's confidence so that they arrive happily and quickly settle to activities. Children show very positive attitudes to learning and are very keen to join in the activities provided. Making their own choices helps them to develop good independence skills. Learning is well promoted within the setting through a diverse range of carefully planned independent and supported activities. Children's imaginative play is well developed through the activities on offer; for example, some boys were fired with enthusiasm and greatly enjoyed turning the model of a building into an imaginary space ship. A positive behaviour policy, effectively promoted, links closely with that of the school and ensures that children behave well. Because of this, children are polite, take turns and are considerate towards each other.

The importance of healthy eating is well established and children are served with well-balanced, healthy food which they enjoy. They are aware of the importance of washing their hands before eating, to reduce the spread of infection. Children enthusiastically join in with active play in the hall and this helps to develop their physical fitness. Children's welfare, learning and development underpin everything that staff do in this provision preparing children well for their future 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

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 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.