

Park Hall CA Out of School Club

Inspection report for early years provision

Unique reference number	254478
Inspection date	13/01/2009
Inspector	Sheila Boyle
Setting address	Park Hall Junior School, Park Hall Road, Walsall, West Midlands, WS5 3HF
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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

Park Hall Community Association Out of School Club opened in 1994. It operates from three rooms and a large hall in Park Hall Junior School located in the Walsall area of the West Midlands. The group serves the local and surrounding areas. A management committee from the local community run the club. The club has its own accommodation on the first floor which consists of two large rooms with kitchen facilities, an office block, and toilet facilities for staff and children. This part of the provision does not have access for disabled persons. The club also has access to a hall in the junior school and to the outdoor play facilities of the junior and infant schools. Children attend from both schools and consequently there are very good links with the Infant School early years provision.

There are currently 153 children from four to 15 years on roll. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities and children with English as an additional language. The 12 staff who work at the club all hold early years or play qualifications. The group opens five days a week during school term times. Sessions are from 07.30 to 09.00 and 15.15 to 18.15. The Holiday Play Scheme opens 08.00 to 17.30 during school holidays. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP). The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The setting successfully promotes children's learning and welfare needs in an inclusive environment which is well organised. The setting is safe and secure and staff provide children with a good range of enjoyable activities including art-crafts, sports and outdoor play. Staff use their knowledge of individual children well to plan for their needs and give them a broad range of good experiences. The provision is enhanced through effective links with parents and carers and the school staff. Under good leadership, the club is increasing its methods of evaluating practices to improve planning and ensure continuing improvement of provision for the children. The capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- use the range of information gathered from self-review and evaluation to develop an action plan to further improve the provision
- improve the way children's progress is monitored and assessed by linking the observations made more closely to the six areas of learning.

The leadership and management of the early years provision

Leadership and management are good. The provision is well organised and effectively meets the learning and welfare needs of the children. Child protection procedures meet government guidelines. Thorough and detailed risk assessments are in place. The children are protected and kept safe. Recommendations made at the time of the last inspection, including the introduction of fire drills and the keeping of a complaints log, have been successfully addressed. When new staff are appointed they are vetted appropriately.

Links with parents are good and include regular newsletters and displays on the prominent notice board at the school entrance. The parents are given good information about the activities offered to their children when they start and there are regular meetings with parents to inform them of their child's progress. The club sends representatives to all school meetings on children with learning difficulties, so they are well informed about their particular needs.

All staff have had Early Years Foundation Stage (EYFS) training and further training to improve their assessment skills is planned. The staff use their expertise well to provide a wide range of fun and challenging games and activities to ensure children of all abilities and backgrounds have enjoyable experiences and make good progress in their learning. Regular assessments and observations of children are noted and are used well to improve the overall provision, such as replacing resources. However, assessment is not sufficiently linked to the early learning goals to make sure that children's individual needs are always planned for. Staff recognise the importance of evaluating their practices and regular staff meetings take place to evaluate how well they do things and how practices can be improved. Children's views are also sought on how the provision can be improved. Although self-review and evaluation at the club is effective the information gathered is not yet set out in an action plan with timescales for completion.

The quality and standards of the early years provision

Children learn and develop well because they are provided with a rich, stimulating environment through a programme of well-planned activities and experiences. Children grow in confidence and independence because staff know them well from the information they get from parents and the school and from their own observations. As a result, they plan effectively for their individual needs.

There is a good balance of child-led and adult-led activities which supports the needs, ideas and interests of each child and ensures they enjoy their time at the setting. Children quickly learn to tolerate, respect and support one another because their behaviour is well managed. Children willingly participate in craft activities, games and other activities which provide them with opportunities to speak, listen and cooperate with their peers and staff. Children enjoy everything they do because staff have a good understanding of the requirements of the Early Years Foundation Stage and demonstrate an effective approach to promoting children's skills in the six areas of learning.

The strong links with parents and the infant school's early years provision ensures continuity of learning and contributes well to children's good learning and development. The setting successfully promotes the children's welfare by providing safe and secure indoor and outdoor play areas. Children play freely, and enjoy investigating their environment and exploring the wide range of material available to them. Children feel safe and are happy because they are effectively safeguarded and all relevant policies and procedures are understood and implemented by staff.

Children's health and safety is promoted well. Children learn to lead healthy and safe lives because they are encouraged to eat healthy snacks, and they take exercise regularly using the good indoor and outdoor facilities. Children's good development in all areas, including their personal and social skills, means they are well prepared for the next steps in their 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.