

# Carlton Out of School Club

Inspection report for early years provision

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**Unique reference number** EY282126  
**Inspection date** 04/02/2009  
**Inspector** Brenda Clarke

**Setting address** Carlton Primary School, Fish Dam Lane, Barnsley, S71 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**

Carlton Out of School Club is a privately owned provision which opened in March 2004. It operates from designated rooms on the site of Carlton Primary School. In the school holidays the club offers a service to all children living in the local and surrounding areas. During term time the club serves those children who attend the school although currently a pupil who previously attended the school is also on roll. The setting is registered to provide care for 24 children at any one time and there are currently 100 children on roll. The club opens five days a week during term time from 07.15 until 09.00 and 15.10 until 18.00. In the school holidays opening hours are from 07.30 until 18.00. The setting currently includes children with learning difficulties and/or disabilities. There are five members of staff who work with the children; one holds level 3 childcare certification and all hold appropriate early years qualifications. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the childcare register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children enjoy their time in this friendly setting as relationships and provision for their welfare are good. Children enjoy healthy snacks plus a good mix of outdoor and indoor provision and make good progress in their physical and social development. However, they make inconsistent progress in other areas of learning, for example, literacy and creativity, because daily planning and assessments do not take sufficient account of these. The children's needs are met through satisfactory organisation but noise levels are generally high and no provision is allocated for those who prefer a quieter environment. The club is effectively led and managed and has developed robust procedures for safeguarding children. However, no member of staff currently holds an up to date child protection qualification.

## **What steps need to be taken to improve provision further?**

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

- improve the club's accommodation so that it meets the needs of children who prefer quieter activities
- develop opportunities for children to practise and extend their skills by providing carefully planned, structured learning activities each day
- ensure that at least one member of staff holds a current child protection qualification.

## **The leadership and management of the early years provision**

There has been satisfactory improvement overall since the last inspection. Good safeguarding procedures ensure that children's welfare and safety are paramount. Indoor and outdoor spaces are checked daily and staff maintain meticulously high

quality hygiene rules. Detailed records, completed with parents, enable staff to know the needs of all children in their care. Children with specific medical needs have comprehensive care plans and are fully included in all aspects of provision. Whilst systems of safeguarding are robust and parents aware of procedures, no member of staff has up to date child protection training. There are good links with parents and the feeder school so that daily concerns about individual children can be passed on and children given additional support. Links with Early Years Foundation Stage staff in school are developing well, giving good support to the manager as she develops provision further for the under fives. The staff are a united team and work hard to ensure that children are happy and involved. The manager has begun to put procedures in place to observe children and to assess what interests them and what they know and can do. These assessments are not yet consistently used to plan for children's next steps in learning, nor to extend their interests. Hence activities tend to be of a general nature, for example, construction toys rather than activities using these which are planned to challenge and move children on in their learning. This limits the progress that children make. Children may play outdoors or in the dining room. Outdoors there is provision for robust activity and quieter seating and play. However, only the dining room is used indoors. This tends to be noisy and dominated by the play of older children. The provision does have access to additional space but this is not currently used to provide for those who prefer quieter activities. Staff monitor provision effectively, seek children's views and take effective action. For example, snack time has changed to a flexible buffet system to better cater for children's differing needs. Hence, capacity to improve further is sound. Parents are pleased with the provision. They receive regular newsletters and appreciate the good care their children receive.

## **The quality and standards of the early years provision**

Children make good progress in their personal development because enthusiastic, caring staff ensure that children enjoy their time in the club. Staff are perceptive, giving additional support to those in need. For example, providing reassurance when helping young children to skip. Children are confident, behave well, are kind to others and courteous to staff. Children are developing a good understanding of healthy lifestyles. They wash their hands before eating and enjoy a range of healthy snacks. They help by washing up and clearing away and make helpful suggestions about new resources they would like. Children learn to think safely because of the care staff take to complete very well structured risk assessments and through gentle reprimands when play becomes too boisterous.

Most activities are free choice promoting children's independence well. Adults support children effectively as they make cards or use play dough. This helps children to be happy and involved. However, adult led activities were not planned into this session so that opportunities were missed to teach new skills or to broaden the scope of learning. Opportunities for developing good speaking and listening skills are limited by the amount of noise in the room which is one large open space. This, together with the lack of easily accessible writing materials and limited reading materials, limits the development and reinforcement of literacy skills.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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](http://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.