

# CJ's Out of School Club

Inspection report for early years provision

---

<b>Unique reference number</b>	EY315274
<b>Inspection date</b>	16/02/2009
<b>Inspector</b>	Carol Ann Dixon

<b>Setting address</b>	Canon Johnson C of E Primary School, Elgin Street, Ashton-under-Lyne, OL7 9DD
<b>Telephone number</b>	0161 330 3169
<b>Email</b>	
<b>Type of setting</b>	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

CJs Out of School Club was registered in 2006. It is one of two clubs owned by an organisation and operates within Canon Johnson Primary School, which is located in the Ashton-under-Lyne area of Tameside. The club operates from the main hall, classroom, library and continuous provision area. Children have access to a fully enclosed outdoor play area.

The club is open each weekday from 07.30 to 09.00 and 15.15 to 18.00 during term times and 07.30 until 18.00 during school holidays. There are five places for children in the Early Years Foundation Stage (EYFS). The club also offers 27 places for children aged between six and eleven years. Children occupying these places share the same facilities as the children in the early years age range. There are currently four children in the early years age range on roll. The club supports children with learning difficulties and/or disabilities.

There are six members of staff, three of whom hold childcare qualifications, and two are completing training to achieve a childcare qualification.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. A lack of understanding of the Early Years Foundation Stage restricts children's ability to make progress towards the early learning goals. Weaknesses in planning and organisation mean that children's individual learning and development needs are not considered. However, the registered providers demonstrate a positive attitude towards developing their practice and promoting improved outcomes for children and have identified Early Years Foundation Stage training as a priority for all staff. Staff establish sound relationships with parents and are beginning to develop systems to share information with other practitioners, such as teachers in the schools the children attend.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- undertake observations of children to assess their needs, interests, and stages of development, and use this information to help plan enjoyable and challenging learning and development experiences that help them make good progress towards the early learning goals (Learning and development) 06/03/2009
- implement effective systems to promote equality of 06/03/2009

opportunity and anti-discriminatory practice by assigning each child a key person, and by planning and providing worthwhile play experiences and resources (Organisation)

- conduct and maintain a record of full risk assessments for the premises, environment and equipment, stating when they were carried out, the dates of reviews and any action taken following a review or incident (Documentation) (also applies to both parts of the Childcare Register).

06/03/2009

To improve the early years provision the registered person should:

- ensure that toilet facilities are clean and accessible for children
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved
- encourage a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Most of the required policies, procedures and documentation for the safe and efficient management of the setting are in place, however, some records are not adequately maintained. For example, fire drill records are unavailable at the premises and risk assessments are not always being used effectively by all staff. Although staff conduct daily health and safety checks of the premises these fail to identify potential risks. For example, during this inspection the children's toilets were locked until mid morning and were observed to be very unclean. This compromises children's health and well being.

Appropriate vetting and induction procedures are undertaken to ensure all adults working with children are suitable to do so. The managers demonstrate a commitment to improvement through the planned introduction of annual appraisals and training. However, at present there are weaknesses in the planning, observation and assessment procedures as staff have not yet attended any training to assist with their implementation of the EYFS. There are no formal systems of self evaluation in place, although staff meetings provide an opportunity to discuss the setting's strengths and weaknesses.

Recommendations arising from the last inspection have brought about some improvements to the care provided as children are now able to freely access water when they are thirsty and the complaints procedure has been developed in line with requirements. Additionally, first aid items are readily accessible throughout the setting which enhances children's health and safety.

Observations and assessments of children's achievements, interests and learning styles are not in place. Systems to liaise with parents and schools about the

learning and developmental stages of individual children in the EYFS are in the early stages of being considered.

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

The setting offers a generally welcoming environment for children and most are happy to enter confidently and settle into the routines of the day. They have ample room to move around freely and make some choices about their play and initiate their own learning as they select the toys and resources they wish to use from those set out on tables and in storage units around the room. Children readily approach staff and other children and are happy to talk about what they are doing as they make marks on a white board and create their own pictures using crayons and felt tip pens. They benefit from fresh air as they run around outdoors and enjoy playing indoors with a small pitch and putt.

Planning is very general and the list of weekly activities fails to provide staff with sufficient information to be able to meet children's individual learning needs. Furthermore, staff do not undertake any observational assessments of individual children in the EYFS or find out about their starting points and capabilities from parents or schools where they are attending. Children are not allocated a key person to support their learning and welfare. As a result, adults do not have a clear enough understanding of children's individual needs to give them challenge and support to make identifiable progress. They do not currently plan a range of activities to support all six areas of learning that complement those in other settings that children attend.

Activities are not adapted to attract and meet the needs of all children, and as a result, children are sometimes unable to take part. For example, during a puppet making activity younger children are not able to participate at their own level which restricts their creativity. The provision of resources and activities relating to differences in society are very limited which inhibits children's understanding of different needs, cultures and beliefs.

Children can freely access drinking water as they require it and confidently pour their own drinks. Documentation is in place to support the health of children including information about individual children's needs and appropriately detailed accident and medication reports. Parents are requested to countersign all completed paperwork which supports the sharing of important information.

Staff take some steps to ensure the safety and welfare of children by following the procedures that are in place within the setting. For example, the premises are secure and children are supervised at all times. Staff are clear about the procedures to follow should they have any child protection concerns regarding a child in their care. Documentation is in place, which clearly details the steps they should take. All visitors to the setting have to ring a bell to gain entry and are supervised at all times which enhances the welfare of all children. There are adequate arrangements for evacuating the premises in an emergency but staff do not maintain fire records appropriately to support children's safety or demonstrate any problems encountered.

Children are generally well behaved and learn about what is acceptable through positive strategies appropriate to their age. They learn about keeping safe through guidance and supervision in the safe use of the equipment. Informal, friendly relationships forged between staff and children are successful in promoting appropriate behaviour.

## 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>	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	4
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment, CR5.4)

06/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment, CR5.4)

06/03/2009

## **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.