

Fleckney Out of School Club

Inspection report for early years provision

Unique reference number EY362631
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Inspector David Shepherd

Setting address Fleckney C of E Primary School, 16 Batchelor Road,
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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

Fleckney Out of School Club registered in 2007. It operates from the main school hall within Fleckney Church of England Primary School. The club also has access to a classroom, computer suite, school library, playing fields and associated facilities. Disabled access is via a ramp leading to the main school entrance. The group is registered to care for 26 children at any one time and currently has 40 children on roll, 12 of whom are from the early years age group. The club opens five days a week during school term time. A breakfast club runs from 08.00 until 08.50. After school sessions run from 15.05 to 17.30. Children attend for a variety of sessions and also come from another local school. There are six members of staff, five of whom hold relevant qualifications at National Vocational Level 3 (NVQ). All have certificates for enhanced Criminal Records Bureau (CRB). Five have certificates for paediatric first aid and food hygiene. Four work in the main school as teaching assistants. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Fleckney Out of School Club meets the learning development and welfare needs of Early Years Foundation Stage (EYFS) children satisfactorily. The lead practitioner and her staff are well qualified and know the children well. This ensures that all children are fully included, engaged in and enjoy their activities. The close partnership with parents and the school help to ensure that EYFS children gain sound provision in the club. The lead practitioner and her staff assess the progress being made by EYFS children informally. They review their work at the end of sessions, and, by following national guidance for self-evaluation, have the capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- improve arrangements for assessing and recording the progress of EYFS children in the six areas of learning
- devise a policy for safeguarding children that draws together existing practices
- evaluate the strengths and weaknesses of provision by completing the recommended self-evaluation form

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the SEN code of practice is understood and implemented by all staff. (Safeguarding and promoting children's welfare)

03/04/2009

The leadership and management of the early years provision

The lead practitioner and her staff plan their work successfully to ensure EYFS children receive a varied programme of activities that reflects the six areas of learning. A range of policies is in place that ensures safe procedures for the efficient management of the out of school club and the children's well-being. To add to these, a policy on safeguarding is now required that reflects the current good practices in this area.

Staff are well qualified and continue to be trained to obtain further qualifications. However, they do not understand and implement the Special Educational Needs (SEN) code of practice well enough. They are deployed effectively. They act as key workers to small groups of EYFS children whom they know very well. This ensures that the specific needs of these children are met.

Staff work effectively with parents. When children start at the out of school club, parents complete a useful child-friendly form, 'Knowing me, knowing you'. This includes information about, for instance, what toys, stories, television programmes, places visited children like and dislike. Staff use this information when planning activities for children. Newsletters are sent to parents each term and there is regular contact at the beginning and end of each session. Parents are kept well informed orally and in writing if their children have had any mishaps or bumps while at pre-school.

Staff review their practice at the end of each session and are successful in continuing to make improvements. However, they have not yet completed the self-evaluation form recommended nationally for all aspects of the pre-school's provision and standards of achievement. Administrative tasks, such as marking the register, are carried out efficiently. The accommodation available to the out of school club is extensive. It is well maintained and provides a stimulating environment for children. However, not enough use is made of the outdoor provision to promote children's physical development and healthy lifestyles.

The pre-school has implemented the recommendations from the previous report.

The quality and standards of the early years provision

Children in the out of school club have good social habits and behave very well. They form excellent relationships with all staff and want to please them. They get on very well with each other. Older children include the younger ones in their activities and this enriches the provision for these children. This helps to make them good learners and well prepared for their schooling. They walk, run around and play in the school hall in sensible and orderly ways. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. This helps to keep them safe, free from the risk of careless accidents and helps them to make a positive contribution to the smooth running of the out of school club. The club is a happy and welcoming place and provides a secure and enjoyable environment for children. Good emphasis is placed upon children washing their hands after going to

the toilet and before having their snack. Children eat healthily from the menu of snacks provided at the club. Children have free access to drinking water at any time. They feel safe because the furniture, equipment, toys and materials are safe, suitable and in good condition.

Children take part eagerly in and clearly enjoy their activities. During the inspection, this included role play, solving puzzles, small bat and ball games, skipping, colouring, drawing, making collages on a butterfly shape, balancing on small equipment and throwing and catching soft balls. Other activities provided include: reading books, writing, board games for counting, snakes and ladders, bingo, identifying simple shapes from stencils, junk modelling, painting, playing computer games, football and climbing on outside apparatus. These activities are planned with risk assessments being carried out regularly. However, EYFS children do not have opportunities to ride bikes and other outside toys. They do not take on enough responsibilities for tidying up what they have been playing with or helping to prepare for snack time. Good opportunities are provided for children to chat with each other and with adults. This promotes successfully their skills in speaking and listening. All areas of the EYFS curriculum are covered over time. However, the assessment of children's progress in these areas is not systematic enough to enable staff to plan and build upon what children already know and can do.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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

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.