

# Underwood Out of School Care

Inspection report for early years provision

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**Unique reference number** EY296491  
**Inspection date** 04/02/2009  
**Inspector** Christine Merrick

**Setting address** Underwood C of E Primary School, Main Road, Underwood,  
Nottingham, Nottinghamshire, NG16 5GN

**Telephone number** 01773 782868

**Email**

**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

Underwood Out of School Club registered in 2004. It operates from the Underwood Church of England Primary School, in Underwood, Nottinghamshire. The club have access to the school hall, the conservatory attached to the hall, kitchen and toilet facilities and the school playground. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 26 children may attend at any one time. The club opens term-time only, Monday to Friday 15.30 to 18.00. There are currently 95 children on roll, seven children are under five years of age. The club supports children with learning difficulties/and or disabilities. There is disabled access and disabled toilets. There are no children with English as an additional language.

The club employs four staff throughout the week. Of these, two have early years qualifications at Level 3, one member of staff is working towards a qualification.

The staff of the after school club work closely with school staff. School teaching assistants often help out and Ashfield Out of School coordinators visit and provide courses which members of staff attend. Sports Academy staff also come in on an occasional basis to do activities with the children.

## Overall effectiveness of the early years provision

The welfare of children is at the heart of this popular after school club. Staff show high levels of commitment and their inclusive practice ensures that the individual needs of all children under five are well catered for, and that they thoroughly enjoy the time they spend there. There are good arrangements to ensure their health and safety and children are able to participate in making decisions about the activities they engage in. Relationships between adults and children are very good and the positive atmosphere promotes children's personal and social development effectively. The setting is well placed to move forward, with new members of the management committee bringing added enthusiasm and drive for improvement.

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

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

- improve the use of observations and assessments to identify learning priorities
- ensure planning is based on the assessments of children's learning needs.

## The leadership and management of the early years provision

Effective steps have been taken to improve provision since the last inspection. There is a comprehensive range of policies to ensure the welfare of the children,

all safeguarding procedures are in place and summaries are easily accessible on the notice board for parents and visitors. Staff at the setting establish and maintain effective partnerships with parents through good communication systems. Procedures such as those for collection of children at the end of the session are very effective and children's overall health and safety are well catered for. Members of staff are well trained and are committed to ongoing improvement through continued upgrading and renewal of qualifications.

The day-to-day provision is well organised and the staff work very effectively as a team. They create a positive, happy atmosphere in which children feel safe and secure and know that their needs will be met. The setting has made a good start to self-evaluation by canvassing the views of parents and children. The experienced chair of the management committee is working with the new committee members and the staff to ensure provision is evaluated against the Early Years Foundation Stage material. This is contributing to the development of a clear understanding of strengths and areas for improvement.

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

The health and safety of children is of great importance to staff. Effective procedures are in place to ensure the transition from school to after school club goes smoothly and that important information does not go missing. All staff are first aid trained, two with paediatric first aid qualifications and children are shown great care, concern and sympathy if upset and are well supported in resolving conflicts. Staff are active in promoting personal hygiene and children understand the need for washing hands thoroughly before they eat.

Children's personal and social development is particularly well catered for. Children under five show great confidence in the family atmosphere. They are happy to approach the adults caring for them and eager to share their experiences. They enjoy their healthy snack of soup, sandwiches and fruit at the table with friends, and discuss their day in school enthusiastically. Staff offer them choices and are respectful of their likes and dislikes which promotes their self-esteem. The children behave very well and make a positive contribution to the group by taking turns when playing games, sharing the resources well and helping each other. Children under five benefit from the presence of older children who will sit and read with them, support their efforts to write and include them in their games. When working with the children the staff constantly engage them in conversation and are aware of opportunities to extend understanding. For instance, when the children are at the craft table staff talk with them about comparative sizes, count with them and discuss their ideas and designs before helping them to display their finished designs on the wall.

A variety of activities are provided by additional helpers, including teaching assistants from the school staff. Theme nights planned on request from the children include games and exercise classes. The club has raised money to provide a good selection of information and communication technology (ICT) experiences and children have access to laptops and games consoles which children under five play with alongside the older children. Provision for outdoor play has been

enhanced with the addition of ride-on toys and small games equipment, though the children particularly enjoy playing in the snow.

Planning and assessment systems are not well developed. Children contribute to the planning of the week's activities. This means that activities are often driven by children's choices and children are engaged and motivated to take part during the session. Whilst they include a good variety of craft activities, games, toys and equipment each day these are not planned for in relation to the Early Years Foundation Stage six areas of learning. Planning does not therefore ensure that children under five make continued progress in these areas. Long term plans focus on special events and multicultural festivals are included, but they do not ensure the coverage of all the six learning areas effectively. Assessment of children's learning is very informal and is not used to make decisions about provision. As a result, although activities are enjoyable, there is no clear focus on promoting intended 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<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?	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?	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 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.