

Northern Out of School Hours Club

Inspection report for early years provision

Unique reference number	EY294654
Inspection date	27/02/2009
Inspector	Lindsey Ferrie
Setting address	Northern Primary School, Burnley Rd, Bacup, Lancashire, OL13 8PH
Telephone number	01706 874 154
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

Northern Out of School Hours Club is privately owned and managed. It opened in 2004 and operates from the school dining area of Northern Primary School in Bacup, Lancashire. A maximum of 24 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. Hours of operation are from 07.45 to 08.30 and 15.20 to 17.30, five days a week during term time only.

There are currently 42 children on roll, of these 31 are under eight years and seven are within the Early Years Foundation Stage (EYFS). The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register.

There are nine members of staff, including the owner, who work directly with the children. Four staff, including the owner, hold an appropriate level 3 early years qualification. The full time assistant is working towards a level 3 qualification and more than half of the other staff hold appropriate level 2 qualifications. Contingency arrangements are in place for qualified staff cover.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides a calm and purposeful environment, in which staff's ability to identify and plan for children's interests ensures each child's individual needs are met. Knowledgeable and experienced staff ensure that this is an inclusive environment. Children make good progress in their learning and development. They thrive in this setting where skilful staff intervention and interaction promotes their welfare. Effective systems identify areas for improvement which are acted upon and ensure good outcomes for the children. The setting works well in partnership with parents, school and outside agencies, and this too is reflected positively on the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systematic observations and assessments of each child's achievements, interests and learning styles to identify learning priorities, which are in turn linked to planning.

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

- obtain an enhanced Criminal Records Bureau (CRB) disclosure for every person aged 16 or over who work with children in the setting (Suitable people)

13/03/2009

The leadership and management of the early years provision

At the Northern Out of School Hours Club, the children benefit from a knowledgeable and experienced staff group who work well together. Effective systems for self evaluation are used to good effect to ensure continuous improvement. Policies and procedures are up to date and reviewed regularly, promoting children's welfare and supporting their individual needs. However, not all adults who come into contact with the children have enhanced Criminal Records Bureau disclosures in place. Staff use regular observations of children's development to feed into a newly implemented assessment booklet. Staff use information from home to highlight areas of learning which the setting could support and enhance, and are beginning to plan activities accordingly to meet these needs. For example, the setting is planning activities to support learning in Welsh. This embracing of diversity and home school partnership is a strength of the setting.

The environment is well planned to support children's independent play and learning. Resources are developmentally appropriate and fit for purpose. Information is shared with parents through the notice board, discussions, and parent's and children's comments on the whiteboards. Typically, comments are positive. The manager actively seeks partnerships with others, including parents, school and outside agencies. A recent example being a visit from the 'Bird Man' who showed the children birds of prey. These partnerships complement, extend and provide continuity of individual children's learning and care.

The quality and standards of the early years provision

Children are cared for sensitively in this setting and clearly enjoy the friendships they make with staff and their peers. Staff show a genuine caring and warmth for children which is reflected in the parent's and children's comments book. Children's behaviour is excellent and they work and play together well. They enjoy a variety of activities, such as, playing in the sand and water tray, participating in games and being creative with art and craft materials. Staff never miss an opportunity to extend children's learning. For example, children enjoy hiding and then finding toy soldiers in the sand, and count out loud with staff which helps to reinforce number concepts taught in school. They have regular access to play outdoors and particularly enjoy games such as 'shark' when they can catch the staff and other children.

Staff make regular observations of children's progress and this is recorded and shared with parents. Staff identify next steps in learning for each individual child, however, these are too generic, and not yet linked to planning. This potentially limits the amount of progress children can make. The recently implemented 'All About Me' booklets are helping to build a picture of each child and further enhance learning opportunities. Although the children do not access the school computer suite, plans are afoot to redress this situation and staff currently use other forms of technology to help develop skills for the future. For example, children use digital

cameras to film themselves performing, then watch it back, encouraging one another with supportive feedback. A good variety of games and toys encourage children to take turns and work co-operatively and collaboratively. The much enjoyed musical instruments are expertly used by children who perform to one another confidently and with great enthusiasm. Staff never miss an opportunity and use these performances to introduce new vocabulary and support the development of speaking and listening skills.

Children are encouraged to take ownership of their diet by participating in the choosing of snacks. When making sandwiches they are given a range of vegetables to choose from and independence is encouraged. Children enjoy snack time and demonstrate their knowledge of how to keep safe and healthy by explaining why they should wash their hands before eating, or why it is important to wash lettuce. For example, because 'it grows in the soil and there may be dirt and you could get germs'. Planning and photographic evidence demonstrate that the setting ensures that children have a knowledge of other cultures. For example, the world map is used regularly as a stimulus for discussion about where foods come from and children stick their pictures of foods on different countries.

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:

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 (CR3) 13/03/2009

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 early years section of the report (CR3) 13/03/2009

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.