

Meadows Out Of School Club

Inspection report for early years provision

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EY372279

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Inspector

Sue Hall

Setting address

Duffield Meadows Primary School, Park Road, Duffield,
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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

Meadows Out of School Club was registered in 2008 but has been operating as a before and after school group since 1997. It operates from two rooms in Duffield Meadows Primary School near Belper in Derbyshire. The club is open each weekday from 08.00 to 09.00 and 15.30 to 16.00 in term time and 08.00 to 18.00 in school holidays. All children share access to a secure outdoor play area and other parts of the school grounds. There is appropriate access for children and adults with mobility disabilities. The setting is registered on the Early Years Register and both parts of the Childcare Register. While the group is not part of a formal partnership it works with the host school and pre-school group who share the main facilities.

There are currently 88 children aged from four to 11 years on roll who attend for a different number of sessions each week. The out of school club serves the local area, including the two local primary schools. The setting currently supports children with learning difficulties and/or disabilities. The club employs six members of staff, four of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Meadows Out of School Club provides a satisfactory quality of education and care overall. Children enjoy attending the sessions; parents think that there is a friendly and relaxed atmosphere and that their children look forward to the sessions. Most children make satisfactory progress in their learning while provision for their welfare and safety is adequate. The group successfully supports the inclusion of children from all backgrounds and abilities. Staff are caring and work well together. Consequently, there is satisfactory capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- improve the planning of activities to ensure a better balance between adult-led and child-led activities relevant to the ages of the children
- ensure that all staff receive training to implement assessment requirements relevant to the age of the children.

The leadership and management of the early years provision

The leadership and management of the out of school care are satisfactory. The leader and staff work closely together to ensure that children are kept safe and are happy. This includes those with learning difficulties and/or disabilities which is a strength of the provision because staff have particular expertise in this area. Staff are caring and have good relationships with the children, which they and their parents value. Supervision of the children is effective and there are good

arrangements to walk some to and from another local school. Activities for the children under eight years of age are organised within the main base. This is also used by the pre-school group, which makes setting out equipment a challenge for all. Older children also have access to the adjoining 'Home Lodge' building which currently is not large enough for the full age range.

Children are kept safe because there is a satisfactory range of policies and procedures including checks of those who work with the children, and risk assessments. Documentation to support such procedures is satisfactory and reviewed appropriately although policies are often undated. Consequently the review cycle does not have sufficient rigour and as a result there is scope to improve the self-evaluation process. Nevertheless, there are positive partnerships with parents who are appreciative of the service offered to their children.

Children enjoy the sessions because there is a huge focus on activities that they can choose for themselves. Many of the boys particularly enjoy quite lengthy football sessions, which encourage them to lead a healthy lifestyle. The girls often enjoy quieter activities and particularly like chatting to their friends about their day. This friendly discussion helps them establish relationships with children from other local schools which in turn helps them prepare for secondary school. There is no formal or recorded planning for activities although staff encourage children to use resources for certain tasks for example, making Valentines Day cards. However, the lack of formal planning does not ensure a good balance between adult-led activities and those children can choose. Neither does it ensure that the needs of the youngest children are taken into sufficient account. Staff have attended training for the Early Years Foundation Stage, and are rightly planning to improve the range and challenge of activities offered to children. However, because the children are happy in the setting and generally well looked after the overall quality of care and education provided is satisfactory overall.

The quality and standards of the early years provision

The quality and standards in the Early Years Foundation Stage are broadly satisfactory. Children settle happily in the sessions and like having the opportunity to meet, chat to and play with children who are older than them. Staff have good relations with parents, which makes the sharing of information on a day-to-day basis straightforward. Staff talk to the children and encourage discussion. Because most of the youngest children are cared for in a room adjacent to their classroom they are helped to feel comfortable and secure.

Children adopt healthy lifestyles because of the emphasis on exercise and on eating healthily which is an improvement since the last inspection. Displays of some of the children's collages show that they have focused on what makes a healthy diet. During the inspection, drinks included low-sugar squash, and snacks were ham sandwiches and grapes. However, children were not able to make choices in the foods they would like or take responsibility for making their own sandwiches. As snack time was at the beginning of the session and some children were keen to go outside, opportunities to turn this into a family style meal were missed.

Children enjoy making choices of what they want to do each session. They are encouraged to get out and put away the equipment they need from a large central cupboard. Sharing resources and negotiating with others gives them good opportunities to develop their social skills. Older children enjoy playing with electronic equipment and table football is available should they wish to play. However, the needs of the younger children in the Early Years Foundation Stage are not as well met, as there is no specific planning to meet their needs and there is no assessment or recording of activities that feeds into a record of the progress they make. To some extent, the 'light touch' approach to planning and the heavy emphasis on child-chosen activities limits how the club can support the children's wider learning and development.

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?	3
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 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.