

# Kenton Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	319216
<b>Inspection date</b>	23/03/2009
<b>Inspector</b>	Tara Street
<b>Setting address</b>	St. Cuthberts School House, Balmain Road, Kenton, Newcastle upon Tyne, Tyne and Wear, NE3 3QR
<b>Telephone number</b>	0191 211 6282
<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**

Kenton Out Of School Club is one of many out of school clubs in the borough run by Newcastle City Council. It opened in 1990 and operates from the school hall of St. Cuthbert's Roman Catholic School in Kenton, Newcastle Upon Tyne. The club provides care for children from a variety of local schools, which reflect the local community. There are no issues which may hinder access to the premises. A maximum of 32 children aged from under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 13 years. The club is open Monday to Friday from 15.00 until 18.00 during term time and during holidays from 08.30 to 18.00. The club is closed for two weeks at Christmas.

There are currently 34 children on roll of whom 25 are under eight years and of these eight 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 four members of staff, including the manager, who work directly with the children. All of the staff hold appropriate early years and playwork qualifications.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory. Children enjoy friendly relationships with the staff, who create a happy environment in which children can play and ensure that all children are included. Staff have a satisfactory understanding of the Early Years Foundation Stage and work together well to implement a range of appropriate activities. Information obtained from parents and carers and other professionals enable staff to meet children's different needs. The manager has identified the strengths and some of the areas for improvement within the setting. However, some of the records required for the safe and efficient management of the provision are not fully in place.

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

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

- ensure regular evacuation drills are carried out and recorded
- ensure the safeguarding children policy is in line with Local Safeguarding Children Board guidance and procedures
- provide more regular opportunities for children to access and develop their skills in using information and communication technology.

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

- implement systematic observations and assessments 31/03/2009

which monitor children's progress towards the early learning goals and identify next steps in learning (Organisation)

- ensure the record of identified aspects of the environment that need to be checked on a regular basis includes when and by whom they have been checked. (Suitable premises, environment and equipment)

25/03/2009

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

Staff have a secure understanding of the settings safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. However, the child protection policy does not fully reflect the changes to the local authority procedures from April 2006 with regard to the Local Safeguarding Children Board. Most records, policies and procedures that support the setting to promote positive outcomes for children are generally well maintained. However, evacuation drills are not carried out and recorded regularly enough to ensure the ongoing safety of children. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. However, the record of regular checks does not include when and by whom they have been made which is a requirement of the Early Years Foundation Stage. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Staff form appropriate relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are appropriate links with other early year's practitioners to ensure consistency for children.

The manager has implemented suitable systems to monitor and evaluate the provision, and to ensure that identified improvements are made where necessary. A recent example has been the purchase of more outside play resources to improve children's experiences. The recommendations made at the last inspection have been suitably addressed.

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

Children are happy and settled within the environment. A suitable range of age-appropriate activities and resources are made available to children and they quickly become involved in an activity of their choice. For example, children enjoy organising games of football in the outside play area, build structures with the construction materials, set up and play games on the games console and make dens out of sheets in the role play area. Staff have an appropriate understanding of the Early Years Foundation Stage and therefore, children's progress towards the

early learning goals is generally supported. However, observation and assessment systems have not been established which limits the setting's ability to ensure each child's needs are being met, as required by the Early Years Foundation Stage. Staff know children well and offer stable and consistent care. Consequently, children's personal, social and emotional development is promoted well. Staff model positive behaviour towards each other and children. As a result, children have positive attitudes and manage their behaviour well. For example, they are very patient as they wait to take turns at the craft table. They share ideas and create their own games, for example, they discuss what to make with the clay before deciding to make Easter rabbits. Staff ask questions about what they are doing and try to encourage children to think for themselves. Children solve problems as they take part in art activities, put games together and play with construction materials. They enjoy free access to an appropriate range of mark-making materials and enjoy drawing pictures and designing posters which are displayed around the school. Children experience suitable opportunities to access information and communication technology to support their learning, such as using the school computer suite. However, some opportunities for children to explore technology, such as programmable toys and role play resources are limited. Children access a suitable range of resources that reflect diversity. For example, books, puzzles and role play equipment depict positive images of age, gender, ability and culture.

Staff work closely with children to help them understand the importance of healthy practices and explain the need for routines. For example, children understand why they must wash their hands before snack and after messy activities. A varied and nutritious menu encourages children to make healthy choices about what they eat. Children are encouraged to learn about keeping themselves safe because the staff explain to them about hazards, such as running indoors, and the consequences of this. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they experiment with bean bags, balls and hoops as well as participating in group games.

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

### Leadership and management

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

<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>	3
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?	3
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:

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 (CR5) 25/03/2009

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 above (CR5) 25/03/2009

## **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.