

Broomhaugh Squirrel's out of School Club

Inspection report for early years provision

Unique reference number	EY321348
Inspection date	31/03/2009
Inspector	Wendy Richardson
Setting address	Broomhaugh C of E Aided First School, Church Lane, RIDING MILL, Northumberland, NE44 6DR
Telephone number	01434 682374
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 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

Broomhaugh Squirrels out of school club is a privately owned limited company managed by a committee and has been registered since 2006. It operates from the school hall and associated facilities within Broomhaugh Church of England Aided First School, Riding Mill, Northumberland.

A maximum of 16 children aged under eight years may attend the setting at any one time. The club takes children from three years to 12 years of age. The group is open five days a week during term time from 08.00 to 09.00 and from 15.15 to 17.45.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 63 children on roll and of these 40 are under eight years. The setting supports children with learning difficulties and/or disabilities. There are three members of staff who work with the children. The majority of staff have appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting provides sound opportunities for children in the Early Years Foundation Stage to be included and learn effectively. All procedures to ensure children are cared for and kept safe meet legal requirements. The activities provided are enjoyable and generally meet children's needs. The club council gives good opportunities for children to be involved in making decisions about what is offered. Staff follow their ideas for weekly topics and enable them to suggest the best way to use new resources. However, thorough self-evaluation of the provision by the staff to bring about continuous improvement is not yet in place.

What steps need to be taken to improve provision further?

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

- consistently promote the good health of children, such as hand washing routines to prevent the spread of infection
- develop self evaluation in order to identify possible weaknesses and bring about continuous improvement.

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

- undertake sensitive observational assessment in order to plan to meet young children's individual needs.
(Organisation)

30/04/2009

The leadership and management of the early years provision

Leadership and management are satisfactory. All procedures and policies to ensure children are properly safeguarded have been updated as recommended since the last inspection. As a result perishable foods are stored safely in the school refrigerator; medication records are completed correctly and some staff hold appropriate first aid certificates. The complaints policy has been updated and meets requirements. The information is provided to parents at the start of a placement. Risk assessments ensure that children play safely and enjoy their time at the club. All documentation is now on the premises and safely stored in a locked filing cabinet. Regular committee meetings are held to review planning and provision. However, the monitoring and evaluation of children's welfare, learning and development lacks rigour. Staff are appropriately deployed and enjoy effective relationships with parents, the school and other agencies; links with other Early Years Foundation Stage providers are being developed. Parents are positive about the care the setting provides and say they are kept well informed. There is a clear commitment by the staff to add to their skills by undertaking a range of courses for example food hygiene, behaviour management and equal opportunities.

The quality and standards of the early years provision

Children enjoy their time at the club and get on well with each other. Adults generally support learning well by encouraging children to discuss their feelings and the activities they engage in. Planning shows an interesting range of weekly themes that include work about other cultures such as learning about Chinese New Year. This extends children's knowledge of the wider world. Regular club meetings encourage children to make decisions, as illustrated by their part in planning the patio garden. This means they know their views are heard and acted upon, helping them to feel valued contributors to the setting's activities. There is an appropriate balance between tasks led by adults and those that children choose independently. Children behave very well and say they enjoy attending. Good relationships are established and younger children benefit from the advice that older pupils readily give. For example, suggesting the best materials to use when creating Easter Bunny masks. They show developing creative skills when making and decorating a box to hold an Easter egg and control as they use scissors and pencils. Staff acknowledge their efforts as they proudly show off their creations. Children are settled and become confident within the setting. This is supported by the care that older children show towards them and helps them to feel valued and included.

Healthy breakfast foods and afternoon snacks are available though routine reminders about hand washing before eating are not consistently followed. Children move freely between the indoor and outdoor areas, have plenty of opportunities for fresh air and exercise and show a developing awareness of safety. They are safe and secure and can access a satisfactory range of activities such as construction bricks, marble runs, giant snakes and ladders or playing outside in the sand. Children particularly enjoy being outside on the patio area, working together constructing secret tunnels in the sand tray. This effectively supports their creative development, social and communication skills. They may

rest and relax on cushions and soft mats if they choose to do so. Here they can talk together or play quiet games and books are available for children to look at. Children are encouraged to do things for themselves. For example, they cut up fruit to eat for their tea. They can choose plants and bulbs to plant and decorate the garden area and are planning how they will make use of a donated tractor tyre in the outside play area.

Photographic records reflect the variety of activities undertaken and are a useful reminder to parents. However, systematic observations and assessments of children's progress towards the early learning goals are not yet in place as required.

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?	3
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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