

Anlaby Out of School Club

Inspection report for early years provision

Unique reference number	314573
Inspection date	01/04/2009
Inspector	Tara Street
Setting address	Anlaby County Infant School, First Lane, Anlaby, Hull, North Humberside, HU10 6UE
Telephone number	07981 933685
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

Anlaby Out of School Club is privately owned and managed. It opened in 1999 and operates from an extended classroom within Analby Primary School, Kingston Upon Hull. Children attend from the local and wider areas. There are no issues which may hinder access to the premises. A maximum of 32 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 12 years. The club is open five days a week from 07.30 to 09.00 and 15.20 to 18.00 during term time, and 07.30 to 18.00 during school holidays.

There are currently 55 children on roll. Of these, 21 are under eight years and of these 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 parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. All of the staff hold appropriate playwork qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting supports children's welfare and learning well. All children engage in a wide range of interesting and enjoyable experiences, with good interaction from the staff to extend their learning effectively. Staff work closely with parents and others to help settle new children and ensure their ongoing welfare is promoted effectively. The manager implements good methods to evaluate the provision and shows a strong commitment to improving their practice. 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 accident records are maintained confidentially
- promote the good health of children and take necessary steps to prevent the spread of infection by ensuring good hand washing procedures are in place
- develop the assessment system to ensure children's identified next steps in learning are recorded consistently
- ensure records of staff suitability include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained.

The leadership and management of the early years provision

The commitment of the manager to address recommendations and continually move forward and meet changes in legislation to safeguard and promote children's welfare is good. Self-evaluation clearly identifies tasks for continuous improvement. Future plans are well targeted to bring about further improvement to the provision.

Staff form friendly relationships with parents and carers of children as they exchange verbal information at the end of each session and have access to a detailed file which charts their children's progress. This keeps parents informed about what the children have been doing and the care they have received. There are clear links with other early years practitioners and as a result continuity of care and learning for individual children is good. Children's welfare is promoted well within the setting. The effective maintenance of records, policies and procedures ensures positive outcomes for all children. However, accident records are not maintained confidentially because there are two entries per page. Staff members are well deployed to provide good levels of support for the children attending. Regular risk assessments ensure hazards are reduced. Staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. There is a thorough recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a clear induction process. However, not all records of staff suitability include the unique reference numbers of Criminal Records Bureau disclosures and the date on which they were obtained. The staff have a good understanding of child protection and are able to implement their policies appropriately.

The quality and standards of the early years provision

Children are provided with a range of opportunities to help them make good progress across all areas of learning and development. The planning is flexible, responding to the children's interests and ideas. For example, staff regularly ask children's opinions about the resources and activities they wish to participate in and their ideas are highly valued. Staff observe children as they play, using their observations to ensure that each child's needs are being met. However, the identified next steps in learning are not consistently identified within children's individual development records. The well-organised environment enables children to become independent learners which develops their confidence effectively. They make many choices, initiate their own activities and play imaginatively with the resources available. Staff effectively extend games by questioning and encouraging the children to think of different things they can do and make. As a result, their imagination and creativity are well supported and promoted. Children are confident as they freely access a good supply of writing materials and resources which enable them to practise their early writing skills. For example, children confidently use a variety of mark-making and collage materials to design and create Easter cards, which develops their pencil control and hand-eye coordination skills. Children work well together, for example, sharing their knowledge of number when playing board games or resolving problems of design when constructing a car from

building materials.

Children enjoy a varied and healthy range of snack options and are beginning to learn about healthy eating through planned activities and discussion. However, hand washing routines before snack do not always effectively promote the good health of children because children do not consistently wash their hands and communal soap bars are sometimes used. Children experience good levels of supervision and are developing a clear understanding of how to keep themselves safe. For example, staff discuss why they must close the gate when entering the outside play area and give clear explanations of the possible consequences. Children make good use of the identified indoor and outdoor play areas. For example, they enjoy participating in group games of cricket, football and twister, as well as playing with dance mats and giant dominoes. They regularly use small sports equipment to practise throwing and catching skills. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world.

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:	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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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.