

Schools Out Club

Inspection report for early years provision

Unique reference number	501476
Inspection date	22/04/2009
Inspector	Barbara Christine Wearing
Setting address	Edgeley Methodist Church Hall, Old Chapel Street, Edgeley, Stockport, Cheshire, SK3 9HA
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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 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

Schools Out Club is run by Hazlewood Nurseries Limited. It opened in 2001 and operates from five rooms within a church hall in the Edgeley area of Stockport. Children have access to an enclosed outdoor play area. The club is open each weekday after school until 18.00 and during school holidays from 08.00 to 18.00. During term time children are collected from various local schools.

The club is registered to care for a maximum of 60 children aged from three to eight years at any one time. There are currently eight children on role in the early years age range, most attending part-time. The club also offers care to children aged over five years to 12 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club currently supports a number of children with learning difficulties and/or disabilities. There are six members of staff, five of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The manager has an BA honours degree in Early Childhood Studies.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The setting places a strong emphasis on ensuring that all children are fully included within the setting. Strong links with other professionals and parents ensure that children are given sensitive support, while being allowed to develop independence and a high self-esteem. The well qualified, established staff team attend regular training in order to continuously develop the provision in line with the Early Years Foundation Stage, improve outcomes for children and maintain the high standards of care.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop children's development records to ensure that they identify next steps and track children's progress towards these.

The leadership and management of the early years provision

Children's wellbeing is strongly promoted. They have fun and make excellent progress towards the early learning goals as they are cared for by a highly motivated staff team who work within the comprehensive and well written policies and procedures. These are regularly reviewed and updated. Children benefit hugely from the well organised use of the building and deployment of staff. This provides children within the early years age group the security of a specific room to play in when they so choose. As they build up their confidence they happily play within other areas of the building, socialising with older children and accessing

further resources. Resources are well organised and provide high levels of stimulation to meet the interests of all children within the club. Staff are skilled in supporting children to access further resources, enabling them to extend their activities, enhancing their learning within all areas of development.

Children are safeguarded as the club has clear systems in place that minimise hazards within the setting, on trips out and that facilitate the safe collection of children from school. Staff have undergone rigorous recruitment and vetting procedures and have a clear understanding of the current safeguarding children procedures.

The setting's thorough self evaluation takes account of the views and ideas of staff, parents, children and other professionals. This has a significantly positive impact on the continuous improvement of the provision for children and families. The setting is pro-active in building close relationships with schools that children within the early years age group attend, parents and with other professionals. This ensures that they complement children's learning within school, develop consistency and provide an individualised service in response to children's needs.

The quality and standards of the early years provision

Children are highly valued by the staff team. Staff are skilled in establishing innovative ways of involving children in decision making and planning, allowing them to follow their interests. Therefore, learning is fun and meaningful and children develop a wide range of skills and knowledge to promote their economic wellbeing. Staff ask children to record their ideas for future activities on planning sheets and children add to these throughout the session, copying names of activities from labels around the room. Staff evaluate activities within each room and use these, together with their knowledge of the children and children's suggestions, to inform future plans. Children's portfolios include information regarding the child before they begin at the club, providing staff with starting points regarding children's interests, likes and abilities. Staff and children spend time together adding to children's individual portfolios. These contain photographs of children engaging in activities, observations made by staff and feedback from parents. They demonstrate that children take part in a wide range of stimulating experiences that cover all areas of learning and some observations reflect skills that children are developing. However, not all records reflect how staff assess and monitor children's progress or identify next steps in their learning.

Children are confident and sociable, forging close friendships with peers and secure relationships with staff. They show consideration for each other and develop excellent negotiation and turn taking skills with the sensitive support of staff. Children are enthusiastic and become highly involved in their chosen activities, often extending their play into different areas of the club. Children use paper, cardboard tubes, felt tips and sticky tape to create models from a current film. Other children join in the activity and chat to staff and peers about their designs. This culminates in kite making as staff allow children to access further resources, such as string. Through this activity, children demonstrate their excellent imaginative, creative, communication, fine motor and social skills. They

also take great pride in their achievements which is shared by staff who watch and take photographs as a child goes outside to fly their kite. Staff are skilled in interacting with children and ask questions that extend their vocabulary and understanding. Children use information, communication and technology equipment to enhance their learning, such as calculators, tape recorders and walkie-talkies. Children demonstrate and develop their skills in numeracy as they use mathematical language in their play, describing their models by shape and size. They have fun playing in the role play post office with staff, stating how much things cost and following staff's lead as she does rubbings with coins to make their own money.

Children develop an understanding of the importance of a healthy lifestyle and keeping themselves safe through the good routine at the club, discussions with staff, activities they engage in and during visits by the community police and the fire service. Children enjoy choosing from a variety of healthy snacks and take part in tasting foods from different parts of the world. The resources and play materials represent the local community and the wider world, resulting in children developing a positive attitude to similarities and differences. The designated inclusion officer effectively evaluates all areas of the provision to ensure that it fully promotes inclusion.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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