

Shelf Out Of School Club

Inspection report for early years provision

Unique reference number EY266155
Inspection date 30/06/2009
Inspector Rasmik Parmar

Setting address Youth And Community Centre, Wade House, Shelf, Halifax,
HX3 7PB

Telephone number

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).

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

Shelf Out Of School Club is one of a group of before and after school and holiday clubs provided by a private organisation, Locality Support Services Ltd. It has been registered since 2003. There is an overall manager for the organisation and each out of school and holiday club has its own dedicated manager responsible for that particular setting. The setting is situated within the Youth and Community Centre in Wade House, in Shelf on the outskirts of Halifax. Children play in two rooms, one large room that is mainly used for large group games and sports and a smaller room used for other activities. There are also kitchen and dining facilities. There is no outside play area, but a regular programme of outside activities is in place for the holiday club.

The setting is registered for 40 children on the Early Years Register. A maximum of 40 children may attend the setting at any one time. There are currently 90 children on roll at the out of school club, including nine children on the early years register. Children attend for a variety of sessions. The setting is open each weekday morning from 07.30 to 9.00 and after school from 15.00 to 18.00. The holiday club operates from 08.00 to 18:00.

Children are cared for by a team of four staff, three of whom are currently based in the provision full time. There are currently three staff who hold appropriate qualifications. The setting is participating in the Aiming High Quality Assurance Scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All the parents are welcomed into the setting by a friendly staff team who work in partnership with parents to ensure that children's needs are appropriately met within an inclusive environment. The settings capacity to maintain continuous improvement is limited. Staff knowledge and understanding of the Early Years Foundation Stage is lacking and as a result children's observations are not recorded to allow for the necessary assessments to be carried out to identify the next steps in learning and inform future plans for individual children.

What steps need to be taken to improve provision further?

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

- include parents and others delivering the Early Years Foundation Stage so that activities they offer can be complemented within the setting's planning to support children's learning and progression
- improve staff knowledge and understanding of the Early Years Foundation Stage
- evaluate the provision in order to maintain continuous improvement

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

- develop the observation and assessments of individual children's progress in order to make clear links to the areas of learning and identify next steps to inform future plans (Assessment arrangements) 29/07/2009
- confirm manager has attained relevant level 3 qualification in child care as defined by the Children's Workforce Development Council (Qualifications, training, knowledge and skills) (also applies to the compulsory part of the Childcare Register) 29/07/2009

The leadership and management of the early years provision

Children benefit from the satisfactory organisation of the setting. Management demonstrate a reasonable understanding of their responsibility to evaluate the setting to make improvements for the benefit of children under their care. Staff work well together as a team and undertake training. However, the manager of the setting has not yet completed the required, relevant level 3 qualification training for the post and staff are not very familiar with the Early Years Foundation Stage (EYFS).

Staff are very accommodating to parents by offering flexible hours for their children's attendance at the setting. They have established a good working relationship with parents and communicate with them effectively. However, information about children's progress is not shared with parents or other providers of the EYFS in order to complement the care provided and ensure children's needs are met.

Good safeguarding procedures ensure that children are well protected. Some staff have completed training in the safeguarding of children and have cascaded their knowledge to other staff. All children demonstrate that they feel safe and understand the issues relating to safety. Through topic based activities about road safety and visitors such as the police talking about 'cops and robbers', children learn the importance of their own personal safety. Furthermore, risk assessments extend to individual risk assessments for each child to ensure their safety to and from school and children wearing florescent tabards.

Vetting and recruitment procedures for staff are effective and includes an induction process so that they are aware of the setting's policies and procedures. Regular appraisals and staff meetings ensure staff work together as a team for the benefit of all children.

The quality and standards of the early years provision

Children are happy and actively involved in their play due to the wide range of activities and resources provided. Staff prepare the areas with games and

resources for children before they arrive and children are independently able to make their own choices. Staff recognise the need for children to be able to rest or play as they need. Children enjoy and benefit from the opportunity to 'let off steam' and develop physical skills in the large play area. Staff and older children support those children who are less confident to participate in the sports activities such as 'dodgeball'. There is no outdoor play area at present to promote healthy living and playing in the fresh air. The management are aware of this and are taking steps to provide outdoor play.

Children are confident and chat freely with staff and others as they sit in the comfortable quiet area on sofas. They understand boundaries and expectations and cooperate and play together well. For example, they take turns in ball games. Children are polite, encouraged by staff who act as good role models. Children participate in making their own 'club rules' as part of enabling them to understand the impact of their behaviour on others.

Children are very well nourished and their health and dietary needs are consistently met. Children eat a healthy choice of raw vegetables and fresh fruit for snack. They learn to eat and socialise with staff and other children and independently access fresh drinking water. Children are involved in making their own foods such as sandwiches or baking and eat foods from a variety of cultures as part of raising their awareness of healthy eating.

Inclusive practice is effectively promoted as staff know children and their parents well which ensures that any specific needs can be successfully incorporated into the daily routine. Children have access to resources that celebrate and value diversity and they begin to develop an understanding of the local community and wider world through the celebration of different festivals.

Children make effective progress in communication, language and literacy; numeracy and information technology. They have a good range of resources to promote their knowledge through the use of children's computers with educational games, books and activities.

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.	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?	2

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?	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?	3
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

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