

Wheldrake out of school club

Inspection report for early years provision

Unique reference number	EY330540
Inspection date	11/05/2009
Inspector	Rosemary Beyer

Setting address	Wheldrake Village Hall, Broad Highway, Wheldrake, York, YO19 6BU
Telephone number	01904 448420
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

Wheldrake out of school club meets in the village hall and is a committee-run, registered charity. The group is registered for 24 children under eight years and serves the village and surrounding area. It is included on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently 45 children are on the roll, of whom six are in the early years age group. The club is open from 15.20 until 18.00 Monday to Friday, term time only. Children with learning difficulties and/or disabilities are welcome to attend, and staff have experience of caring for children with different needs. The group also welcomes children with English as an additional language.

Children have the use of the main hall and the smaller soft room. They also have access to the playing fields outside and the nearby park under supervision.

There are eight staff working with the children, two of whom have appropriate qualifications and two more are working towards qualifications at level 3. A relief member of staff also has a qualification at level 3. All staff have first aid certificates and those who handle food have food hygiene certificates. Staff attend the local Partnership meetings.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting promotes the children's welfare successfully, ensuring they are safe and secure. All children are welcome to attend and the premises are suitable for children with different needs. They are engaged in the activities provided or selected, although limited assessment means their progress is not yet being monitored. There is a close working relationship with parents which ensures they are kept informed of issues relating to the children's care. The staff use self-evaluation to identify key strengths of the setting and areas for improvement, with plans in place for future development and consultation with parents and children to gain their views. Developing relationships with the school is also part of the improvement plan.

What steps need to be taken to improve provision further?

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

- develop a system to ensure children within the early years age group are making progress in all areas of learning and provide evidence of achievement
- develop relationships with other carers to ensure the children's welfare and development needs are fully met.

The leadership and management of the early years provision

The setting is led and managed by staff who provide good role models. Robust systems are in place for the employment of staff, and the induction and ongoing appraisals ensure they are suitable to work with children. Staff are knowledgeable about their role in safeguarding the welfare of children and ensure they are safe and secure, with no access to unauthorised persons. They have a good understanding of their responsibilities for child protection and have experience of working with social services and other agencies to support children.

The setting is well organised to enable children to develop independence in their choice of activities and to contribute to plans for resources to be acquired in the future. Staff provide an initial range of toys and activities each day but children are then able to choose to support their interests or try new things. An adult-led craft activity is available, either chosen by the staff or suggested by the children. Adults are readily available for support or assistance if needed.

Overall the group's policies and procedures are used effectively to promote the welfare of the children. They are made available to parents and regularly reviewed to ensure they are up to date, as are the comprehensive risk assessments. Parents are also made aware of the complaints procedure, with the Ofsted contact details readily available. All parent spoken to during the visit expressed great satisfaction with the care their children receive and their confidence in the staff.

Partnership with parents and the exchange of information between them and staff ensure the children's needs are met well, although the information from parents has not always given sufficient detail to ensure allergies and intolerances are known; as part of the improvement plan this aspect of communication has been addressed. The staff have also developed good relationships with some other carers in the village.

Self-evaluation is used effectively to develop plans for the future. Through questionnaires and discussion, staff, parents and children are able to give their views about the quality of the care they receive and make suggestions for improvements. The use of a computer to display photographs, gardening opportunities and additional resources have all been highlighted.

The quality and standards of the early years provision

Staff provide a wide range of developmentally appropriate activities. They have a good knowledge of the Early Years Foundation Stage and are very much aware of the children's progress, although they do not yet assess the children's development as children in the early years age group have only recently started to attend. As the children have all been in school all day the emphasis is very much on their choice of resources and supporting their interests. Older children who attend are very supportive of the younger ones, giving advice or help if needed.

All the children are settled and comfortable with the staff. They are building good

relationships with their peers, sharing and taking turns with resources, such as the computer. For the most part they all behave very well, with house rules they helped to devise in place. Staff dealt well with careless behaviour involving some resources, before children left the setting. Parents were supportive of the staff and their actions as there is a clear understanding between the children, parents and staff of what is expected.

Children have the use of a range of resources to promote their physical development including footballs and ride-on toys. They also use the local park with a wide range of climbing and balancing equipment. They are encouraged to have fresh air each day, weather permitting, making good use of the outside area.

The staff teach children to look after themselves when walking to the setting and good road safety practices prevent accidents. They also use resources and equipment carefully, and through regular fire drills become familiar with the emergency evacuation procedure. Good hygiene practice and a well planned range of snacks promote a healthy lifestyle. The children's survey about food resulted in changes to the menu and fruit, toast and cereal being provided as they did not wish to have more substantial food. Some children enjoy helping to prepare the food and drinks. Baking is a popular activity and used to widen children's knowledge of other countries by introducing different recipes.

All children are welcome to attend the group, whatever their needs, and the staff have experience of working with outside agencies and parents to support their needs. The premises are suitable for children with poor mobility and facilities are available for wheelchair users. No children with English as an additional language attend the group, although staff have experience of caring for children with different home languages.

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

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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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