

Skools Out Ltd

Inspection report for early years provision

Unique reference number	312362
Inspection date	23/06/2009
Inspector	Christine Myerscough
Setting address	Roughtown Road, Mossley, Ashton-under-Lyne, Lancashire, OL5 0SG
Telephone number	01457 832 361
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

Skools Out Ltd opened in 1999 and is run by a limited company. The club operates from three rooms in a community centre in the Mossley area of Tameside. Access to the club is via steps at the front or a ramp to the rear of the premises. The club is open Monday to Friday, from 07.30 to 08.55 and from 15.15 to 18.15, during school term times. The club also operates from 07.30 to 18.15 during school holidays and closes for Christmas and bank holidays.

The club is registered to care for a maximum of 60 children at any one time under the Early Years Register and compulsory part of the Childcare Register. Of these, no more than 30 children may be in the early years age group. The club is also registered on the voluntary part of the Childcare Register. There are currently 112 children aged from three years to 11 years on roll. There are 11 members of staff, eight of whom hold relevant childcare qualifications. The club is beginning to work in partnership with local schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children enjoy attending the club and make steady progress in their learning and development. Their welfare needs are satisfactorily met to ensure they are kept safe and secure. Staff treat children with equal concern and positive relationships are formed with parents, which enables staff to meet each child's unique needs. The club is committed to the continual improvement of their practice and areas for further development centre on assessment, involving parents in children's learning, staff vetting procedures and developing resources.

What steps need to be taken to improve provision further?

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

- encourage parents to share information about their children's learning and undertake systematic assessments to identify learning needs and to fully plan for the next stages of children's development
- ensure effective vetting systems are in place to ensure the medical suitability of staff
- provide opportunities to enable children to find out and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

The leadership and management of the early years provision

Children's welfare is adequately safeguarded as there are clear procedures in place, which are understood by staff. A satisfactory range of policies underpin the safe care and management of the children and the provision. However, the system

for vetting staff is not sufficiently robust as checks are not carried out to ensure their medical suitability. This compromises children's safety. Staff deploy themselves effectively to ensure children are supervised at all times and potential hazards are risk assessed to protect children from harm. In the main, toys meet children's needs, however, there is a limited range of technological resources to support children in developing skills that contribute to their future economic well-being.

Regular meetings enable staff to share their ideas and the club is beginning to identify their strengths and areas for improvement through self-evaluating their practice. Guidance is sought from Tameside's quality team and some staff have attended recent training to improve their knowledge of the Early Years Foundation Stage. Actions made at the last inspection have been successfully met. For example, systems are now in place to ensure that at least one person with a relevant first aid certificate is present at all times, which ensures children receive appropriate care in the event of an accident.

Close liaison with parents enables children's individual needs, such as their specific dietary requirements, to be met. Parents are happy with the service provided and are kept suitably informed about the provision and their children's welfare through daily discussion and newsletters. Links are currently being established with other providers who are involved in children's care to ensure progression and continuity of care and education. However, parents do not have sufficient opportunities to share what they know about their children's learning to support staff in identifying future learning needs.

The quality and standards of the early years provision

Children are happy at the club and the relaxed atmosphere contributes towards them feeling at ease. A satisfactory range of activities, which provide sufficient challenge, appeal to their interests. Staff join in activities and interact appropriately with children to support them as they play, which helps to promote their learning. Staff are beginning to record their observations of children's interests and achievements, although, systematic assessment is not used to fully plan for the next stages in each child's learning and development to ensure they reach their full potential.

Children enjoy the freedom of moving freely between the playrooms and making decisions about what they want to do. Boys and girls of varying age groups and from different schools actively engage in play, share their interests and confidently chat together. Outdoors, children have fun as they make their marks on the wall using paintbrushes and water. They gain a good understanding about volume and capacity as they pour water into different sized containers and become engrossed in their play.

Children learn to respect similarities and differences in our diverse society. For example, they take part in activities linked to religious festivals and during Eid they make cards. Awareness of the local environment is developed through planned trips to places of interest and children learn new skills, such as weaving. Children

develop their curiosity about living things as they go on a bug hunt using their magnifying glasses. They enjoy making models out of junk and construct using a range of kits, showing pride in their creation of a dragonfly. Regular exercise keeps children fit and an organised game of volleyball produces plenty of excitement. Children develop their creativity as they use glue and coloured sand to make a picture of a beach and paint a self-portrait.

Children enjoy the way that snack time is organised as it allows them the freedom to choose when they are ready to sit down and eat. They eagerly tuck into a range of foods and help themselves to extra portions to satisfy their appetite. Appropriate practices minimise the risk of cross-infection and children confidently follow well established hygiene routines. Children learn about the importance of keeping themselves safe. For example, they take part in monthly evacuation drills and on their walk home from school, wear brightly coloured tabards to make them more visible to motorists.

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?	3
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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