

The OK Club

Inspection report for early years provision

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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

The Ok Out of School Club opened in 2001. It operates from a open plan play room, school hall, playground and an enclosed outdoor play area in single story building, situated on the outskirts of Leeds. The club is open between 7.45 to 9.00 and 15.00 to 18.15 each day during term time only.

A maximum of 24 children may attend the club at any one time and there are currently 48 children aged from 3years to 11 years on roll, of whom seven are within the early years foundation stage. The club also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. Children attend from the on site school and nursery.

The club employs five members of staff three of which including the manager hold appropriate early years qualifications and other members of staff are working towards childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very happy, settled and at ease within the setting. They visibly enjoy the good range of interesting activities and play opportunities provided and are busy throughout the session. The partnership with parents, carers and other agencies is good and contributes to ensuring children's needs are met. However, parents can not easily access profiles and the children's starting points and next steps of learning are also not identified. Staff work well as a team across all aspects of the setting, with children based firmly at the heart of the provision and they are beginning to evaluate the provision and understand how to make continuous improvements within the group.

What steps need to be taken to improve provision further?

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

- continue to develop systems to help identify children's starting points, progress and plans for their next steps in learning
- ensure that children's profiles are accessible to parents and carers.

The leadership and management of the early years provision

The group has all relevant and informed policies and procedures which are reviewed with staff and are shared with parents and carers. Good and thorough vetting procedures for staff who work with children are in place and ensure that they are suitable to do so. A clear induction and on-going training programme ensures that staff are aware of their role and responsibilities and have a secure knowledge and understanding of the local safeguarding policies and procedures.

Good security arrangements are in place within the building, entry is carefully monitored and children are very safely collected at the end of the school day. Staff fully understand the importance of knowing the whereabouts of each child expected to attend the group. Regular thorough risk assessments are carried out and recorded as required in all areas accessed by children, including any outings. Consequently, children's safety and welfare is well maintained.

The group are monitoring their practice and confident in identifying areas to improve and to build on their strengths. This forms the basis of their self-evaluation process, which includes parents, carers and the children. Staff continue to attend relevant training and further their qualifications, to ensure continuous improvement and up to date knowledge and understanding in the care of children. For example, staff are working towards level 2 and 3 in childcare. The group has implemented a key person system; this is working effectively for all children.

Parents receive a good range of information through a detailed prospectus, daily information and key person information which are displayed. However, children's profiles are not easily accessible to parents. Staff demonstrate a confident approach to providing an effective after school play-work programme and planning is linked to that of the on site school and nursery which the children attend. Parents speak highly of the group and this is evidenced through the regular completion of questionnaires by them.

The quality and standards of the early years provision

The group are well equipped and promotes all areas of learning. Resources are of a good quality and suitable for the age of children cared for. Toys and materials are organised and accessible to the children. These are clearly labelled, helping the younger children to identify resources and associate print with meaning. There are effective systems in place for checking resources, thereby ensuring they are safe and suitable for the children's use.

Observation and assessment of children's learning is effectively used to inform planning for all ages of children. Planning is linked with the onsite school and nursery who share their planning with the group. This supports individual interests and gives children many opportunities to develop their learning in all areas. For example, all children at circle time joined in confidently talking about the name they are going to give the new goldfish and what they would like for tea and the activities they would like to participate in. The key person's link and identify the areas of learning along with photographic evidence of activities into the children's profiles. However, children's starting points and their next steps of learning are not identified.

The children explore, test, and develop physical control in stimulating daily indoor and outdoor experiences. Staff understanding of each child's stage of development means the children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. For example, children play outside with the large snakes and ladders game, recognising the numbers on the dice and the different colours of the snakes and ladders and ask staff to make an obstacle course.

The promotion of children's health and the maintenance of hygiene within the setting are effective. The children sit together to have healthy, nutritious snacks that are prepared on site by staff and children, using fresh vegetables and fruit. For example, at snack times children are encouraged to make their own cheese or tuna sandwiches, choose either fresh or tinned fruit. They are given the opportunity to wash up the plates, wipe the tables and brush the floors, assisted by staff if required. Children are very keen to volunteer and also keen to support and help new younger children on their first session at the club. For example, the older children help the younger children to put on their outdoor clothes and shoes, before going outside to play mummy and daddy's in the tent.

Children are well behaved and are encouraged to be polite to each other and take turns when playing with the games consoles, ensuring that all children have several turns. Children of all ages move freely and confidently around the group, accessing the good selection of toys and equipment on offer. Children develop their creativity, knowledge, and understanding of the world through discussion and the celebrating of a variety of festivals from around the world. For example, children explain and show how they have recently made Easter cards in the shape of eggs, now displayed in their profiles.

Fire drills are practised and recorded at different times to ensure that all children and staff attending the group have a good knowledge and understanding of evacuation procedures. The children also take part in topics that relate to safety both within the environment and outside. For example, when crossing the road and walking sensible to and from the provision. This ensures that children are cared for in a safe environment and that staff and children have good awareness of safety issues.

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

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