

Good Times Out of School Club Limited

Inspection report for early years provision

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EY386165

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Inspector

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Setting address

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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

Good Times Out of School Club Limited has been registered at its current premises since 2008. The club is based at the Methodist Church in the New Mills district of Derbyshire. Children use the nearby park and New Mills Primary School's playground for physical and outdoor play. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend at any one time. There are currently 85 children on roll aged between four and 13 years. The setting provides an out of school service to children attending local schools and is open from 07.30 to 09.00 and 15.00 to 18.00 during school term-times and from 08.00 to 18.00 during all school holidays, except Christmas and bank holidays. The setting supports children who have learning difficulties and disabilities. The registered provider is also the manager and holds a level 3 childcare qualification. She is supported by seven staff of whom four hold relevant childcare qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are cared for in an environment that reflects it is their leisure time and allows them lots of choice in how they spend their time. Children's individual learning needs are well met. An interesting and enjoyable range of activities complement and extend the education and care they receive at school. Good practice and the implementation of effective policies and procedures ensure the children's welfare is successfully promoted. Positive steps are taken to include all children and to help them learn to value aspects of their own and other people's lives. Self-evaluation is generally used well and is enabling the setting to continuously improve the service provided.

What steps need to be taken to improve provision further?

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

- further develop systems to evaluate practice and use to continually look for ways to improve the quality of the learning, development and care that is offered, for example, by finding ways to involve children in self assessment
- develop the opportunities for children to seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed, for example by allowing children to pour their own drinks and serve their own food
- develop opportunities to promote children's interest and enjoyment in reading by creating an attractive book area where children and adults can enjoy books together.

The leadership and management of the early years provision

In the main the setting has a good capacity to continuously improve the service provided. Staff are responsive to the needs of parents and seek their views through the use of questionnaires. Staff meetings and annual appraisals ensure all staff are involved in self evaluation and the implementation of planned improvements. However, systems to involve children in self evaluation are not sufficiently well developed. This results in children not taking ownership for identifying how the setting could develop and better meet their needs. There is a strong commitment to staff training and development. This enables staff to develop the skills and knowledge they need to continually improve the quality of care and learning provided. Most staff hold a recognised childcare qualification to level 3 or are working towards attaining one. They regularly attend short training courses on specific subjects, such as helping children enjoy and achieve through planned activities. Robust recruitment and selection procedures ensure staff are suitable to work with children.

Children are safeguarded because staff are well trained in and have a good understanding of safeguarding procedures and their individual responsibilities. Children benefit immensely from being cared for by a very stable staff team and the continuity this provides. The key person system ensures children's individual needs are well met and helps children build close bonds with their key person. Thorough risk assessments have been conducted and effective safety precautions put in place to minimise hazards and reduce the risk of accidents. For example, children and staff wear high-visibility fluorescent jackets when walking to and from school. Effective partnerships have been fostered with parents and the schools children attend to ensure there is coherence in their learning and development. Parents have access to their child's development records and receive regular verbal feedback about their child and the progress they are making. Useful and important information about the setting is shared with parents through newsletters, notices, policies and procedures, displays and photographs.

The quality and standards of the early years provision

Staff plan a varied programme of challenging, fun and interesting activities that promote the six areas of learning. 'All about me' booklets are completed by parents to provide information about children's starting points and their interests. Observations are used well to assess children's progress and to plan for the next steps in their learning. There is a strong focus at the setting on promoting children's creativity and physical development. This reflects the children's interests and complements what they have done at school. Children enjoy using a wide variety of resources to paint, chalk and draw and to design and make pictures and a variety of interesting objects. They happily paint detailed pictures using stencils. Children have well developed imaginations and quickly become engrossed in their role play. They enjoy putting on shows for each other and acting out scenarios in the home corner and with the play figures and vehicles. Children have daily opportunities for physical play at the local park or in the sports hall when the weather is inclement. They energetically run round, participate in team sports and

play on the slide, swings and climbing frame.

Children know print has meaning and enjoy writing and making marks. They label their own pictures and write menus on the chalk board in the role play area. Children have ready access to a good range of books, although the book corner is not attractively presented and therefore does not encourage them to look at books. Children enjoy using and developing their problem solving and reasoning skills as they play. They are well supported by staff who introduce and encourage their use of mathematical language. Children keep the score when they play table football and they play number games which involve counting plastic monkeys. They have very good opportunities to develop their knowledge and understanding of the world. Children confidently and skilfully use computers. They find out about animals and wildlife through outings to ponds, the otter sanctuary and to see birds of prey, and through visitors who bring wild animals in for them to see and learn about. During an outing they went to see 'Archimedes screw' to find out how a hydro water generator works.

All children are valued and their individual interests and learning needs are well met. Children enjoy learning about their own faith, beliefs and customs and those of others through interesting activities. They tasted Chinese food to find out about Chinese New Year and made flags to celebrate St. George's Day. Good practice, discussions and fun activities are helping children learn how to keep themselves healthy and safe. They enjoyed making smoothies using healthy ingredients and made a wall display on why fruit and vegetables are good for their bodies. Children visited the fire station to discuss fire prevention and were enthralled when they had the opportunity to sit in the fire engine and try on the firefighters' uniforms. The Police Community Support Officer came to the setting to talk to them about stranger danger. Children are very well behaved and have positive relationships with each other and staff. They are learning how to play fairly, share and take turns by playing team sports, computer games and board games. Children confidently manage their own personal care, put their outdoor clothing on and choose how they spend their time. However, at mealtimes children are served their food and drink and therefore opportunities to promote self help skills and independence are not maximised.

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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