

Chantreyland Out-of-school Norton Free

Inspection report for early years provision

Unique reference number	EY336356
Inspection date	05/05/2009
Inspector	Jennifer Firth
Setting address	Norton Free Primary School, Matthews Lane, Sheffield, S8 8JS
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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

Chantreyland Out-of-school Norton Free was registered in 2006. It operates from the dining room and sports hall within Norton Free Primary School, in the Norton area of Sheffield. All children share access to a secure enclosed outdoor play area. The club caters for children who attend Norton Free Primary School. It provides after school care for a maximum of 24 children aged four to eight years at any one time. The club is open Monday to Friday, 15.20 to 18.00 during school term time only. There are currently 30 children on roll. The club supports children with learning difficulties and/or disabilities. There are two staff employed to work with the children, both of whom have relevant early years qualifications. The provision receives support from the local out of school network. The club is privately owned and managed by Chantreyland Nursery. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting provides a warm, welcoming environment and promotes inclusion well. Staff are knowledgeable about the Early Years Foundation Stage requirements and plan a varied range of enjoyable activities.

Assessment systems are underdeveloped and staff do not liaise well enough with school staff in order to extend and complement individual children's learning. The setting has effectively addressed most of the issues identified at the last inspection. Welfare is promoted well although some policies do not reflect current legislation. There are good relationships with parents. Effective self-evaluation procedures and good leadership ensure that the setting has good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop observations and assessments further to ensure that individual children in the Early Years Foundation Stage are given opportunities to move on to the next stage of their learning
- work with the school to support children's learning and development
- update policies to reflect changes in legislation.

The leadership and management of the early years provision

Robust recruitment and induction procedures ensure that staff are suitable to work with children. Clear policies and procedures inform staff of their roles and responsibilities. However, some policies do not reflect the requirements of the Early Years Foundation Stage. Risk assessments to ensure that children are kept safe are well maintained. Good security arrangements are in place within the

building; entry is carefully monitored and children are very safely collected at the end of the session.

Good partnership with parents ensures that children are cared for well. Parents speak highly about the club and value the hard work of the staff. Information is shared between parents and staff when the children are collected at the end of the session.

A system is not yet developed to maintain a regular two-way flow of information with the school, in order to promote continuity in planning for the next steps in children's learning. Since the last inspection improvements have been made, including opportunities for the children to develop their creative skills and to plan and prepare foods for snack time.

Staff's involvement in monitoring and evaluating the strengths of the setting and identifying areas that lead to ongoing improvement are of clear benefit to the children. They have plans to further develop the way resources are organised and stored so as to widen the range of planned activities available. Staff value the children's views and seek to offer regular opportunities for children to share what they enjoy at the setting and to contribute ideas for making activities more interesting.

The quality and standards of the early years provision

Children enjoy a range of activities and experiences which, over time help them to make satisfactory progress in their learning and development. Staff have an understanding of the Early Years Foundation Stage and planning covers the six areas of learning, but systems for assessing children's learning and development are at an early stage of development. Staff make everyday observations of the children at play and they evaluate their planning. However, this system is very informal and these observations are not recorded or used systematically to plan activities that meet the individual needs of the younger children.

A balance of activities is provided, some led by adults, others self-chosen by the children, and some resources are available for the children to independently select. Children confidently play together as they share their toys, take turns and make choices in the relaxed atmosphere of the setting. Staff interact positively with the children, asking them questions to make them think and joining in with their games. Children have opportunities to develop their creative skills through, for instance, finger-painting, craft activities and construction projects. Physical development is fostered well in organised games such as football; using a range of small apparatus such as balls, bats, skipping ropes and hoops; and dance and drama sequences. There is access to a well resourced outdoor area. Seasonal themes are followed and children learn about celebrations such as Easter and Christmas. Children also enjoy planned outings to the local park and their interest in books and reading is fostered when they visit the local library. Resources such as board games and jigsaws enable children to develop their numeracy and problem-solving skills.

Children develop a good understanding of a healthy lifestyle as they plan and

prepare healthy snacks to eat during snack time. Staff often consult them about the foods they would like to eat. Fresh drinking water is available at all times. Snack times are social occasions when the children enjoy sitting together and chatting with their friends. Staff use this opportunity to develop the children's speaking and listening skills as they talk to them about their school day. The children are encouraged to develop good hygiene routines and wash their hands before eating their snack. Staff are positive role models and as a result, the children behave well. Children say they feel safe and know the procedure to follow in the event of a fire. The allocation of a key person works effectively to ensure that their individual welfare needs are met well.

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?	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?	3
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