

Skools Out After School Club

Inspection report for early years provision

Unique reference number EY316558
Inspection date 05/05/2009
Inspector Fiona Robinson

Setting address Lea Memorial Primary School, New Road, Far Forest,
Bewdley, Kidderminster, Worcestershire, DY14 9TQ

Telephone number

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 After School Club opened in 2005. It operates from two rooms in Lea Memorial Primary School in Far Forest. The children have the use of the school hall and enclosed outdoor play area. The setting serves the local and surrounding areas. There is a ramped disability access to the setting.

The setting operates at the following times: term time 07.45 to 09.00 and 15.00 to 18.00, and holidays 08.00 to 18.00. Children can attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. A maximum of 30 children aged between four and eight years may attend the group at any one time. There are currently 43 children on roll. Of these, three are under five. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group opens five days a week all year round.

There are five staff who work with the children. Two have early years qualifications and one member of staff is working towards an early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The overall effectiveness is good and the setting makes good provision for all children in the Early Years Foundation Stage. An inclusive and welcoming service is provided by friendly and caring staff. Children learn and develop well through all the activities provided. Staff have developed positive relationships with the children and their families. The manager and staff team implement good systems of self-evaluation and have good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to use technology in activities to further support their learning and development
- develop regular observational assessments of children's learning, and engage the children themselves in these evaluations, to better inform planning of activities

The leadership and management of the early years provision

Children feel safe and secure because of the good partnership working between staff and parents. Parents say that their children enjoy attending the setting and have fun while they are there. There are good links with the host school. Staff help children to move easily and safely from school to the club by guiding them to their classrooms before school and collecting them after school.

Staff understand well the statutory requirements for ensuring children's health and safety. Comprehensive policies and procedures are fully implemented in order to ensure that children are safeguarded. Staff actively promote children's welfare and welcome them into a safe and familiar environment. The children respond well to the care and support they are consistently given in the well-maintained indoor and outdoor environments.

Good self-evaluation systems ensure that the views of children and parents are taken into consideration when identifying areas for improvement. Staff plan activities carefully and liaise well with school staff concerning themes and topics. They are currently developing short-term planning to include evaluations to inform children's future learning. Staff recognise that children themselves can learn how to evaluate how well they are doing as part of this process. They also want to increase opportunities for the children to access technology in the setting to further support their learning. At the moment, for example, children do not have the opportunity to use computers or digital cameras at the setting.

The quality and standards of the early years provision

Children enjoy all aspects of their play through the wide range of practical indoor and outdoor activities on offer. Staff have focused on the importance of exercise to healthy living, which has resulted in children gaining a good understanding of how physical exercise helps them to lead a healthy lifestyle. They enjoy playing ball games such as dodgeball and older children encourage younger children to take part in team games. The children are keen to hunt for mini-beasts and bird watch as part of their most recent topic. They also co-operate well as they colour in a playground map. Children make good gains in their personal, social and emotional development. They form good relationships with adults and peers and are experienced at making their own choices about what they play. They enjoy making dens to play in and are keen to decorate pots and beads they have made out of clay. They also like creating an imaginative environment for animals out of materials and playing table top and play station games with their peers. Their creative and artistic skills are developed well through drawing, painting, weaving and mosaic activities. Festivals such as Chinese New Year and Easter bring enrichment and enjoyment to children's learning about other customs and cultures. They particularly enjoyed sampling Lebanese, Greek, Chinese and Indian food. Staff respond well to children's questions and challenge them in their games and activities. Activities are well planned and staff promote children's communication skills well. They listen to children's ideas and views with great respect and always encourage them to do their best.

The children are developing a good understanding of how to keep themselves safe and secure. Children learn how to use equipment safely and share resources sensibly. They are also encouraged to make healthy choices at snack time. They help themselves to healthy snacks at the table, pour their own drinks and enjoy being sociable as they sit together in small groups to eat. Staff have a clear and consistent approach to managing children's behaviour and are positive role models. Children behave well and show respect for the setting's rules and routines. Staff

encourage children to share and take turns and help them to learn skills they need outside the school day and in the future.

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