

Schools Out

Inspection report for early years provision

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Inspector	Doreen Forsyth
Setting address	The Scott Centre, Mead Hedges, Andover, Hampshire, SP10 2LB
Telephone number	01264 332188
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Schools Out, Out of School Club opened in September 1994. It is organised by a registered charity, Hampshire and Isle of Wight Youth Options. The club operates from the Scott Centre in a residential area of Andover, Hampshire. The setting has access to different playrooms, an information technology suite, a kitchen and a sports hall. Children can play on the large adjoining playing fields. The out of school club serves the local community, and provides a collection service from schools in the Andover area.

The club is registered on the Early Years Register and on the Compulsory and Voluntary parts of the Childcare Register to care for up to 55 children age between four and eight years old. Currently here are 45 children on roll, of these, five are in the early years age range. Children attend for a variety of sessions. The club welcomes children that have special educational needs or disabilities, and those who speak English as an additional language.

The Out of School club opens each day during school term times. Sessions are from 3.00 pm until 6.00 pm. In school holidays care is offered weekdays from 8.30 am until 6.00 pm.

There are six full or part time staff working with the children. Of these, five have relevant qualifications at level, 2, 3 or 4. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending the Out of School Club, they make good progress as they have the opportunity to take part in a very wide range of well planned and interesting activities each session. Each child is welcomed and valued, and treated as an individual. Staff work very closely with the schools that the children attend and their parents to ensure their developmental and welfare needs are well met. Effective arrangements exist to ensure children's safety and health. The setting has made very good progress since the last inspection and now has very effective processes in place evaluate and monitor the quality of the provision that is provided.

What steps need to be taken to improve provision further?

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

- ensure all staff are clear in the processes they must follow if they have any child protection concerns
- when planning, show how the targets for children's learning that are identified in the observations of their progress will be met in the daily

activities.

The effectiveness of leadership and management of the early years provision

The club is very well managed and keeps all the records, policies and procedures that are necessary for the safe and efficient management of the setting. These are all available to parents in the policy folders, on the notice board or on their website. There are good procedures in place to be followed if staff have any child protection concerns, and although most staff have attended relevant training and are confident in dealing with any child protection issues not all of the staff are completely familiar with the steps they must take if they have concerns. The children's safety and welfare is a priority at the club, all the staff that have unsupervised contact with the children are fully vetted, any unvetted adults are not left alone with the children. All staff have relevant training and they are all keen to attend further training to enhance their skills and knowledge.

The children play in a very safe, child-centred and welcoming environment. Staff have risk assessed the premises very well and have identified and minimised any potential hazards to the children. Because good adult/child ratios are maintained the children are always well supported and supervised. Children are able to freely access the attached playing fields, but are always supervised when playing outside. The club has the use of a sports hall and a very well equipped information technology suite where a member of staff is available to help children with their homework if necessary. All children are made welcome into the setting whatever their backgrounds. Attractive posters and displayed are used to reflect the diversity of our country. The club links closely with the different schools that the children attend to promote the integration of their care and education. Parents are kept well informed of their children's activities and progress.

Those in charge use a range of ways to monitor the quality of the provision they provide. These include parent's and children's feedback and a self-assessment process that all the staff contribute too. They have successfully identified the strengths of the setting and areas for improvement. They have some clear plans for future development. All the recommendations set at the last inspection have been met.

The quality and standards of the early years provision and outcomes for children

The children in the Early Years Foundation Stage that attend the setting enjoy their time there and are settled and happy. They appear confident and secure and interact very well with the staff and the older children. Staff offer the children a wide range of worthwhile and interesting activities that they have planned to promote all areas of the children's learning. For example, they can play outside with appropriate equipment or join in a team game in the sports hall. They are able to take part in lots of creative and craft activities such as painting, colouring or cooking. They use construction toys and small world toys such as Lego; or if

they wish they can sit quietly and read a book or use a computer. Key-workers observe and record the children's progress well, they use these observations and sometimes discussions with the children's reception teachers to identify any next steps in the children's learning. However, staff do not plan to meet these targets in the daily and weekly plans that they use.

The children play well on their own or in harmony with the others. They quickly understand the rules and routines of the setting and are learning about keeping themselves safe. For example, they often discuss road safety especially when on school pick-ups or when they are in car parks, or out on one of their many holiday outings. The staff regularly practise fire evacuation procedures with the children so that they learn how to evacuate the building in an emergency. When they arrive at the setting after school each day they are provided with a healthy and balanced tea, which usually includes fruit and vegetables. They can choose what they wish to eat and pour themselves a drink. There is always drinking water available. In school holidays when the children go out and about more their parents provide packed lunches. The children enjoy cooking activities such as making chocolate Easter egg baskets or helping to make pizzas for tea. They are learning about the importance of healthy lifestyles, for example, they understand why they should wash their hands before eating or cooking. They have many good opportunities for physical activities both indoors and outside.

The children behave extremely well; they are beginning to show a good awareness of responsibility within the group. They have written their own rules for the club which emphasis the importance of considering the needs of others. They happily share and take turns. The children show an understanding of diversity which they are learning about through the resources they use and the activities they take part in such as celebrating special events. Currently this is Easter but they also learn about festivals and celebrations from different cultures. Children have very good opportunities to use information and communication technology and to develop skills that they will need for their future learning. They are good at working alongside each other and are encouraged to co-operate and resolve any conflict themselves. They are helped at the setting to become active and independent learners.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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