

Redby Out of School Club

Inspection report for early years provision

Unique reference number 318640
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Inspector Sharon Greener

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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 Redby After School Club (Redby Community Centre) opened in 1998. It operates from all rooms and associated facilities located within the Redby Community Centre. The centre is situated in a residential area of Fulwell, Sunderland. A maximum of 80 children may attend the setting at any one time. The out of school hour's facility is open each weekday during term-time from 07.30 to 09.00 and from 15.15 to 17.45. The holiday club operates during selected school holiday periods, each weekday from 07.30 to 17.30. All children share access to enclosed outdoor play areas located within the grounds of the adjacent school.

There are currently 43 children aged from four to under eight years on roll. The majority of children come from the local community. The setting supports a small number of children with special educational needs and/or disabilities. The setting employs 10 staff. Of these, eight hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children and parents are welcomed into an inclusive environment and are acknowledged and valued as individuals. Staff show a suitable understanding of the Early Years Foundation Stage and children make satisfactory progress towards the early learning goals. Staff work in harmony with parents and forge very positive links with other providers to support children's learning and development. The required documentation is in place and the vast majority is very well maintained. Processes to assess the quality of service, care and education are good and enable staff to task areas for improvement accordingly.

What steps need to be taken to improve provision further?

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

- ensure that children's individual records consistently identify the next-step and action to be taken to support their learning effectively
- continue to develop staffs knowledge of the Early Years Foundation Stage, and ensure that all staff are fully conversant with the systems in place to monitor and assess children's progress to enable all staff to support children's learning effectively.

The leadership and management of the early years provision

Policies and procedures are used very well. For example, staff show a very good understanding of the action to be taken to safeguard children from harm, in the event of an accident, or a lost or uncollected child. The required documentation is in place and the vast majority is very well maintained. However, details of the

next-step and action to be taken to support children's individual learning are not always consistently recorded. Good systems are in place regarding staff recruitment and induction and managers have completed relevant training. Staff benefit from regular team meetings, individual appraisals and access to relevant training. Staff are vigilant regarding safety. Regular fire drills are completed and recorded. Appropriate safety equipment is in place. Security is very well maintained. Children are very closely supervised and visitors are screened and fully supervised. Required risk assessments procedures are in place and are good. This includes recorded risk assessments at the start and end of each day of the rooms and resources. Staff continue to monitor safety visually throughout the day. The service, care and education provided is evaluated very well by staff. Feedback is obtained from parents through ongoing verbal communication and questionnaires which are issued on a regular basis. A comments box is readily available for use by parents. Children's views are sought through discussion and the meetings held with them on a regular basis to specifically gain their feedback. This enables staff to identify effectively areas for development and improvement and task these accordingly to support the continuous improvement and development of the service.

Detailed information about individual children's needs and starting points is obtained from parents during the induction process and recorded. Respective parents have access to their children's records. They are asked to keep staff informed of any pertinent information regarding their children's progress and development. Staff keep parents very well informed about their child's progress and achievements through regular verbal feedback, access to relevant records and the photographic displays and information about activities. Parents are sufficiently encouraged to support their children's learning. Staff tell them about any particular interests or favourite activities their child may have. Children are recognised and valued as individuals and staff build very warm relationships with them. Very good links are made with other provisions delivering the Early Years Foundation Stage (EYFS). Staff liaise very well with teaching staff at the schools children attend to exchange relevant information and share ideas.

The quality and standards of the early years provision

Children build close, warm relationships with staff. They settle very well and are happy and relaxed. Staff have a suitable understanding of the EYFS, which they use to help children progress satisfactorily towards the early learning goals. Children have access to a very good range of resources. They benefit from a good balance of adult led activities and free play. Play areas are very well organised to accommodate various types of activities. For example, those of a creative nature, including mark-making materials, construction, imaginative and small world play and a broad selection of board games. A comfortable seating area is provided where children can rest, relax and look at books and children's magazines. Child-friendly storage systems enable children to make choices and self-select activities and resources with ease and confidence. For example, a four-year-old thoroughly enjoyed choosing clothes when dressing a doll. In particular, children said that they enjoy the additional activities, outings and team games arranged by staff. For instance, all of the children enjoyed making pizzas. Staff made good use of this

activity to promote and extend children's learning. Concepts, such as size, number, colour and shape were covered. Children were encouraged to talk about what they were doing, and were eager to discuss the ingredients and learn about the dough making process. Staff are able to explain suitably how they monitor and assess children as individuals, and how they use this information to plan for each child accordingly. However, some staff are not fully conversant with all aspects of systems in place to monitor and assess children's learning and the planning process.

Children's behaviour is managed through the effective use of age appropriate tactics in a calm, consistent manner. They respond positively to this and are very well behaved. Staff help children to stay safe by discussing relevant matters, such as 'stranger danger' and by practising fire drills and road safety with them. Staff have a good understanding of health related policies and procedures. For instance, they understand very well the action to be taken regarding a sick or injured child. Hygiene standards are good and the facilities are clean. Staff present as positive role models. Children are encouraged to adopt suitable hygiene practices and regular routines help to reinforce good practice. Information regarding children's medical and dietary needs is obtained from parents and recorded. Healthy eating is very well promoted. Children have a choice of healthy snacks and access to fresh fruit and drinking water throughout the day. Parents provide a packed lunch, though lunch can be provided for children if requested. Staff recognised the benefit that fresh air and exercise has on children's well-being. Children access physical play each day whether indoors or outdoors. A very good selection of resources and activities is provided to promote and enhance children's physical development and skills. The club makes effective use of the large hall and the outdoor play facilities within the grounds of the adjacent school. Children go on frequent outings to the Sunderland Winter Gardens, museums, parks, Go Bananas adventure play facilities, Seaburn Centre, Glass Centre, Empire Theatre, cinema and go bowling. Children's awareness of equal opportunities and the wider world is very well promoted through resources and activities that reflect the various aspects of diversity. Festivals from different cultures are recognised and celebrated. Recently children took part in the 'Keep Britain Tidy' campaign and went litter-picking. This helps raise children's awareness of the need to care for the environment. Children with specific needs are very well supported.

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?	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?	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