

Taxal & Fernilee Out of School Club

Inspection report for early years provision

Unique reference number 206247
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Inspector Sue Hall

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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

Taxal and Fernilee Out of School Club was registered in 2000. It operates from the hall of Taxal and Fernilee Church of England School in Whaley Bridge, Derbyshire. The setting serves children attending this school and three other schools. The setting is registered to admit 32 children aged three to eight at any one time. Children attend for a variety of sessions and there are 54 children currently on roll. There is provision for those with learning difficulties and/or disabilities. There is suitable access for children and adults with mobility difficulties. Currently, there are no children speaking English as an additional language at the setting but the club can provide suitable support should the need arise. The club is open from 08.00 to 08.55 and from 15.20 to 18.15 Monday to Thursday during term time. On Friday the club closes at 18.00. The facility is open on specific days during school holidays. The setting employs four practitioners, three of whom hold relevant childcare qualifications. The club is independent of the school and is managed by a voluntary committee. It is supported by Derbyshire's Early Years Development and Childcare Partnership. In addition the setting is a member of North Derbyshire Childcare Clubs Network.

Overall effectiveness of the early years provision

The quality of provision at Taxal and Fernilee Out of School Club is good. It meets the needs of children in the early years well so that they make good progress in their learning and development. Children from all backgrounds and abilities are included very well in all activities because the club is well lead and managed. The setting has made considerable improvement since the previous inspection and has good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- ensure the behaviour of all children is managed well in order to provide an environment conducive to learning for all at all times
- improve the arrangements for staff to seek help when accidents occur.

The leadership and management of the early years provision

Good leadership has been a strong feature of recent improvement and the quality of provision has been enhanced since the previous inspection. The skilled and well-qualified manager has a good grasp of the effectiveness of the provision which ensures a firm focus upon continuing improvement. A strength is how inclusive the provision is in welcoming children with learning difficulties and/or disabilities so that they feel valued and have equality of access and opportunity in all activities. A further strength is the strong focus on promoting healthy lifestyles.

Staff regularly evaluate the way the group is run and self-evaluation procedures are well considered. They successfully update their knowledge by attending training courses and gaining relevant qualifications. Staff have a good understanding of requirements for the Early Years Foundation Stage. This ensures a flexible approach to planning that combines child-led activities with those led by adults. Staff monitor children's involvement in activities well and record such observations very carefully. This ensures that all adults have a clear understanding of what each child can do and how the setting can help develop the child's key skills. The group manager liaises well with the staff at the school to ensure the needs of the younger children are met effectively. Staff work well together with the voluntary committee to ensure all key requirements are met. The group also works closely with parents who are very pleased with the quality of care provided.

At the previous inspection the setting was asked to improve the storage and procedures for administering medication, improve risk assessments, ensure documentation was maintained to a required standard and improve the checks made on the suitability of practitioners to work with children. All of these areas have been addressed well and are no longer areas for development.

Effective policies are in place to ensure children's welfare and as a result children are generally safeguarded well. However, the very clear policies are not always implemented consistently in relation to managing children's behaviour and recording accidents. At times thoughtless behaviour of a few children is not addressed well enough causing minor disruption in what is generally an harmonious atmosphere. Similarly while there are clear procedures to follow in the case of an accident, practitioners are not always able to contact other adults quickly. As a result there is scope to strengthen even further the working practices to ensure that children are fully supervised at all times.

The quality and standards of the early years provision

Children make good progress in the different areas of their learning and development because of the effective use of a range of interesting and practical tasks. A good range of activities are planned for on a termly, weekly and daily basis with a wide range of resources used. Planning shows a good focus on the development of key skills in all the required areas.

Children develop their basic skills well because staff give encouragement and offer them praise and help where necessary. Physical skills are developed very well through the use of a good range of sports and play equipment in the spacious outdoor play areas. This results in them being able to handle play equipment well so that they are able to hit a ball with accuracy and handle equipment dexterously. A good range of resources is available to children so they develop imagination in role play activities where most learn to cooperate with others as part of the group. Books and a computer are available for children to enjoy and to research areas of interest to them. Their language skills are developed well because staff frequently use questioning to encourage the children to describe what they are doing and learning when they encounter new things.

Children's personal and social development is supported well through many opportunities to work and play with others. This was seen in an effective activity where a group followed a recipe, measuring out ingredients to make icing that was to be used to decorate carrot cupcakes made the previous day. Children's creative understanding is promoted through the use of art and craft materials. Their work is attractively displayed for others to see which helps them to take pride in their work and value their achievements.

Children make excellent progress in their understanding of healthy lifestyles. This is due to the extensive opportunities for outdoor play and through an excellent range of activities that extend their understanding of what constitutes a healthy diet. The excellent menu choices of freshly prepared and cooked meals are a model of good practice. There are also numerous opportunities for children to encounter foods they are not familiar with including trying mangoes for the first time when making fresh fruit smoothies. Children learn to share at snack time and converse with others at tea time because they sit at a table with practitioners. The adults ensure a good emphasis is placed on health and safety by encouraging children to wash their hands prior to eating but very informal eating habits are allowed and consequently opportunities to encourage good table manners are missed.

Children's welfare is of importance to the staff who are well trained in areas including child protection and first aid. Children are well cared for and staff liaise effectively with parents to pass information back and forth on a daily basis. Staff are active in meeting any parental concerns as they arise including, for instance, information concerning a recent case of swine flu in the area.

Children's enjoyment of activities is very clear although at times their enthusiasm is overly boisterous. Nevertheless, most children behave well. Children's contribution to the community is good. This includes working as a member of their own club community when preparing snacks and drinks for their parents and visitors as part of the school's open evening. They are also effectively involved in other activities and events in the local area. With their generally well developed social skills and well promoted key skills they are prepared effectively for the next stage of their education.

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?	3

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?	1
How well are children helped to be healthy?	1
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