

J's Out of School Club

Inspection report for early years provision

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509903

Inspection date

13/11/2009

Inspector

Cathleen Howarth

Setting address

St John's Church School, Field Head, Golcar, Huddersfield,
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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

J's Out of School Club opened in 1998 and is managed by a voluntary committee. It operates from the school hall, a classroom and associated facilities in St John's CE (A) Junior and Infant school in Golcar, which is on the outskirts of Huddersfield. Parents use the side entrance. The club is on ground level with easy access for people with mobility difficulties and for those who use wheelchairs. There is provision for supervised outside play in the school playgrounds and playing fields.

In term time the club is open weekdays from 7am to 9am and from 3.15pm to 6pm. The holiday club is open weekdays from 8am to 6pm.

The club is registered by Ofsted on the Early Years Register to care for a maximum of 30 children, of which there are currently two children on roll. The club is also registered on the compulsory and voluntary part of the Childcare Register, on which there are 55 children on roll. Children occupying places on the compulsory and voluntary parts of the Childcare Register share the same facilities as the children in the early years age range.

There are operational links with the school and other settings who deliver the Early Years Foundation Stage (EYFS). There is provision for children with special educational needs and disabilities, and for children who speak English as an additional language.

There are three permanent staff members, one of whom holds a relevant childcare qualification. One member of staff is working towards a level 3 qualification. There are other staff employed by the organisation to cover staff absences and to help maintain appropriate adult to child ratios. None of these staff have appropriate play work qualifications.

The club is affiliated to 4Children, formerly known as Kids Club Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are generally well met in a vibrant and inclusive environment. Staff continuously demonstrate their care and concern for children, although their knowledge and understanding of the EYFS is not yet fully secure. Some progress has been made since the last inspection, however, an action and recommendations have been raised to ensure practice is fully compliant and to ensure cohesive systems are in place for staff to deliver the EYFS more fully. The club demonstrates appropriate systems are in place to make continuous improvement by continuing to work in partnership with the school.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- develop an action plan that sets out how staff training and qualification requirements will be met (Suitable People) (also applies to both parts of the Childcare Register) 30/11/2009

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

- develop systems that assess young children to ascertain their achievements, and ensure activity plans reflect children's stage of development, to help them take the next step towards the early learning goals
- ensure written parental permission is requested from all parents, at the time of admission to the provision, to the seeking of any necessary emergency medical advice or treatment
- continue to develop staff induction and appraisal procedures
- continue to use training made available by the local authority and other sources to develop staff's knowledge and understanding of meeting the requirements of the EYFS and to develop the role of Special Educational Needs Coordinator (SENCO)
- continue to develop the key person system.

The effectiveness of leadership and management of the early years provision

Overall, the provision is generally well led and managed, although at the time of inspection, there was insufficient qualified staff, which is a breach of a welfare requirement. In addition, staff had not received training in meeting and putting into practice the requirements of the EYFS. However, this has a limited impact on children's welfare, as all the children on roll attend St John's CE (A) Junior and Infant school and staff at the club work closely with the school, including the Head Teacher, who is chair of the club's management committee. The manager is the named practitioner that takes lead responsibility for safeguarding children at the club. Staff have sufficient understanding of safeguarding children issues and if concerns arise they know to follow the club's safeguarding policy, which is in line with Local Safeguarding Children Board (LSCB) guidance and procedures.

Leadership and management in relation to embedding ambition and driving improvement is limited. However, the manager is currently updating policies and procedures that are required for the safe and efficient management of the EYFS, although there are limited systems in place for staff induction and appraisal. As a result, staff's roles and responsibilities have not been fully developed. This includes the key person system and the role of SENCO. Not all parents have given written permission for staff to seek or obtain emergency medical assistance should the need arise, and these shortfalls hinder staff's ability to deliver some of the EYFS welfare requirements in a cohesive way.

There are some systems in place that demonstrate reflective practice and self-evaluation, such as staff meetings and feedback from tutors. The manager has identified appropriate goals for further improvement, which is to ensure staff selection, recruitment and vetting procedures are more robust. Since the last inspection the manager now ensures that the names and addresses of staff members are on-site when the club is operational. She is currently updating staff files to ensure they contain all the necessary information to demonstrate how decisions of suitability are made. Staff now ensure that all the toys are checked and cleaned regularly. Staff have extended the range of furniture available to ensure that children have access to comfortable seating when resting and relaxing. For example, children usually make the quiet area into a cosy den using drapes and scatter cushions. These measures have been put in place to enhance children's welfare at the setting.

Staff identify aspects of the environment that need to be checked on a regular basis. They maintain records of risk assessments, which include all relevant information, such as when and by whom the premises were checked and any action to be taken. Although term time children do not go on trips, there is an appropriate system in place for the holiday club to take precautionary measures, such as planning appropriate adult to child ratios to actively promote children's safety.

Staff are deployed sufficiently well at the setting and children are appropriately supervised. Boys and girls are treated with equal concern and all children are fully included and involved. The atmosphere at the club is vibrant and an inclusive and welcoming service is provided. Children are full of energy and enthusiasm. They self-select from a very good range of quality toys, books and equipment, and usually choose what they want to do and when. Items are checked regularly by staff for repair and replacement to minimise the risk of accidental injury.

Staff have developed strong, trusting relationships with children and their parents, and this helps to promote children's continuing care and development. This was effectively demonstrated when parents commended staff for their efforts and for their flexible, caring approach. However, not all parents know who the designated key person is for their child and as a result, they are not always kept fully informed about their child's achievements and progress in relation to the six areas of learning. Staff have made some links with other EYFS providers, including class teachers at school, in order to promote a seamless approach to delivering the framework.

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

There is an emerging system, in collaboration with class teachers, to share some relevant information with staff at the club. For example, school themes and topics, such as Remembrance Day, and the use of information communication technology (ICT) in relation to recognising and using colours, numbers, shapes, letters and words. Most of the activities are child-initiated, in keeping with the club's social and recreational nature, although staff plan and evaluate some adult-led activities with

children. However, in the absence of systematic observations of children at play, staff are not always clear about individual children's interests, hobbies, capabilities and preferred learning styles. As a result, activity plans do not fully reflect individual children's needs. In addition, there are limited systems in place to ascertain early stage children's starting points and to track their progress towards the early learning goals, which limits the information staff can share with parents about their children's achievements in the six areas of learning.

There are appropriate steps taken to safeguard and promote the welfare of children. For example, necessary steps are taken to prevent the spread of infection and staff help to maintain good standards of hygiene and cleanliness in areas used by children. The procedure for parents to follow when children are ill or infectious is being updated as are other relevant procedures. Staff appropriately teach children about keeping safe. For example, children practise the emergency evacuation procedure and know to stay calm in times of uncertainty.

Staff usually manage a range of children's differing behaviour well. There is a star chart on the wall, which positively helps to reinforce children's good behaviour. For example, children are praised for being truthful, thinking about others, sharing, using good manners and for helping to tidy up without being reminded.

Children look forward to coming to the club and their good health is actively promoted when nutritious snacks, like a variety of fresh fruit and vegetables are provided. There are good opportunities for children to develop gross motor skills when they play ball games, learning to move with coordination, control and speed. When children play skipping together they are learning to manoeuvre through, around and over, and they show spatial awareness of themselves and others. Children clearly recognise bodily changes after being active, such as needing to drink water and rest. There is sufficient opportunity for children to relax and play quietly on their own or with others in the quiet area or den, where they enjoy looking at picture books and using their imagination.

Fine motor skills are appropriately developed when children engage in art and craft sessions. They enjoy drawing, cutting, gluing and sticking. When they made the animal pictures they learnt to mix paint, such as blue and yellow to make green. Staff use snack time as an opportunity to use and reinforce mathematical language. For example, full, half full and empty.

Children clearly respect human differences, effectively shown through their positive attitudes. They confidently engage in activities that sensitively promote diversity in the wider community, such as through music and movement, role play and dressing up, story telling and food tasting. They make lasting friendships at the club and they like to play and work together, clearly demonstrating collaborative skills. Listening and speaking skills are continually being reinforced and children take pride in their achievements and in helping others. They use the computers in a measured and purposeful way and when they use the mouse they are effectively developing hand-eye coordination. Children know to take turns on the computer to avoid unnecessary squabbles. All the above measures are in place to encourage children to become active, inquisitive 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training) 30/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications and training) 30/11/2009