

Robins Out Of School Club

Inspection report for early years provision

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Inspector Moira Oliver

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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

Robins Out Of School Club was registered in 2009 and operates from three rooms in Capel St Mary Primary School. The children have access to the school's outdoor play area and the building provides suitable access and facilities for those with disabilities.

A maximum of 24 children aged up to 11 years may attend the club at any one time. The club is open each weekday from 7.45am to 9.00am and from 3.30pm to 6.00pm during term time and during the school holidays from 8.00am until 6.00pm.

There are currently 23 children on roll, one of whom is in the early years age group. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

The club currently employs three members of staff to work with the children, all of whom have suitable qualifications. The staff work in partnership with Capel St Mary School and receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are effectively met as staff show a secure knowledge of the Early Years Foundation Stage. The children are happy, settle with ease and enjoy a varied range of age appropriate play opportunities. Effective partnerships with parents and the school are significant in ensuring the needs of all children are met. The club is in the process of a premises change and some safety issues have been overlooked. However, the owner and staff have high aspirations for the quality of service provided at the club, forming a strong basis for their 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:

- update the record of risk assessment to include any assessments of risks for outings and trips
- carry out regular evacuation drills and record details of any problems encountered and how they were resolved
- improve the security of the outdoor play area with regard to the open gate
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The setting has clear and effective policies and procedures in place to ensure that children are safeguarded and appropriately protected. Staff have a secure knowledge of their roles and responsibilities in protecting children from abuse or neglect and are confident to put appropriate procedures in place when necessary. All the staff have been employed through robust recruitment and checking procedures and relevant documentation evidencing their clearance is held on file.

Children are cared for in a safe environment, where staff carry out daily checks to ensure the premises are suitable. However, the outdoor area is not always re-checked after school to ensure the gate is secure and children cannot leave unsupervised. Children are made aware of the emergency evacuation procedures. However, they have not practised them in the school building and drills are not logged to record any problems encountered or how they were resolved. Children are safe when on outings as they stay together as a group, use minor roads where possible and are supervised at all times by the staff. However, risk assessments do not include any assessments of risks for outings and trips which would improve the safety of the children further.

The staff and the owner have clear ideas about what they want to achieve within the setting and have exciting plans for the new building that they will move into in the new year. They are working hard to ensure they meet the requirements of the Early Years Foundation Stage despite the disruption of the temporary move into the school. However, they have not yet fully explored effective systems to monitor and evaluate their provision. For example, staff are not encouraged to reflect on their provision, therefore strengths and priorities for improvement are not sufficiently identified and addressed.

The setting provides a welcoming and inclusive environment for all children. For example, those with allergies and food intolerances are provided with alternative ingredients but are still able to enjoy making and eating pancakes at breakfast. All children are valued and respected and staff support them to understand and accept people's differing needs through informal discussions during play or meal times.

The setting works closely with parents and trusting relationships are built, information is shared and the parents are kept well-informed. They state that their children enjoy their time at the club and are keen to attend. The setting works in partnership with the school who are happy to share many of their resources and equipment. Communication is good and staff talk with teachers, sharing relevant information to ensure continuity of care and partnership working.

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

Children are confident, happy and settle well. They make close friendships with other children as well as with the staff. They make choices about how they spend their time, choosing from the range of resources and equipment available both indoors and out. They take responsibility for their environment ensuring that all the toys are packed away each morning before they leave to go to their individual classrooms. Children support each other, filling and carrying boxes and helping to pack away the electronic games. They have many opportunities to work with computers and to safely explore the internet. For example, children listen to music, look at aerial photographs of the school and laugh at funny pictures. During the holiday periods they have opportunities to explore their local environment, they visit the garden centre, parks and woodland as they look at nature and the changing seasons.

Children are creative and their art work is valued and displayed on the walls. They make firework pictures with a range of collage items and regularly use paints and a range of printing techniques. They use their imaginations as they play with dolls in a dolls house and make leaf dens to hide in outside.

Children learn to keep themselves safe. They are supported to use the large physical play items outside safely and clear explanations are provided about not hitting tennis balls hard indoors. The older children are encouraged to be role models for the younger ones and their support is requested to make sure they use the equipment safely. The children know the areas they can use and stay within these and always alert an adult if they want to go outside or to the toilet, ensuring the staff know where they are at all times. Children stay healthy, fresh fruit is available to them at all times and they can take a piece into school with them for a snack at break time if they choose. They enjoy a variety of healthy and balanced meals, including a cooked meal every day. Children enjoy cooking and take part in making familiar and unfamiliar foods from a range of countries, encouraging them to try new flavours and textures. Their physical skills are catered for well as they use the range of climbing and balancing apparatus outside and have space to play tennis, football and other ball games.

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	3

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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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