

CJ's Out of School Club

Inspection report for early years provision

Unique reference number

EY315274

Inspection date

07/10/2009

Inspector

Julie Firth

Setting address

Canon Johnson C of E Primary School, Elgin Street, Ashton-under-Lyne, OL7 9DD

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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

CJs Out of School Club was registered in 2006. It is one of two clubs owned by an organisation and operates within Canon Johnson Primary School, which is located in the Ashton-under-Lyne area of Tameside. The club operates from the main hall, classroom, library and continuous provision area. Children have access to a fully enclosed outdoor play area.

The club is open each weekday from 7.30am to 9am and 3.15pm to 6pm during term times and 7.30am until 6pm during school holidays. The club is registered for children in the early years age range and is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently four children in the early years age range on roll. The club supports children who have English as an additional language, and those with special educational needs and/or disabilities.

There are six staff employed, which includes the managers of whom five are qualified to level 3 in childcare or play work. The club work closely with Tameside Sure start.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Inclusion is generally well promoted and children enjoy the time that they spend in the club. Planning, observation and assessment is in place, but not fully developed across all areas of children's learning. The setting demonstrates a strong capacity to continuous improvement and is aware of where key areas for further development lie. They are starting to use self-assessment but it is not fully effective amongst all staff. The club have established suitable relationships with parents and are beginning to involve them in their children's learning.

What steps need to be taken to improve provision further?

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

- continue to use assessment to plan the next steps in a child's developmental progress and regularly review this approach
- continue to deliver the six areas of learning through planned, purposeful play, with a balance of adult-led and child-initiated activities.
- ensure toys and equipment are easily accessible to enhance children's choice, organise space to enable children to have a quiet area for them to chill out at all times.
- continue to use self-assessment to monitor the provision and involve all staff.

The effectiveness of leadership and management of the early years provision

All documentation relating to the welfare of children is in place and stored to ensure confidentiality. The entrance to the building is effectively monitored and a new system has been recently introduced to enable parents to sign their children out of the club. Effective staff deployment ensures that children are well supervised at all times. The manager and staff ensure that the welfare of the children is fully safeguarded. They have a sound knowledge of the signs and symptoms of abuse and procedures to follow should there be concerns about a child's welfare. All the staff have attended further training to keep up to date with legislation. All staff are vetted and the manager understands that new staff awaiting clearances may not be left alone. Good rigorous risk assessments both indoor and outdoor are in place to ensure that risks to children are minimised. These are checked every evening by staff and reviewed regularly.

The club are starting to work together to promote an inclusive service to children and parents. Both managers work well together to motivate staff and are beginning to drive improvement. They support staff to access training to enhance their professional development. The managers and staff have worked hard with Sure start to ensure that all actions set on the last inspection have been met. A good emphasis has been placed on all health and safety issues and ongoing observation now ensures children receive an enjoyable and learning experience to meet their individual needs. Sufficient information is sought prior to admission, helping staff to recognise the uniqueness of each child. As a result, new children settle well with the support of a new key worker system operating during term time and holiday club. Future plans are indicated to develop the Early Years Foundation planning and assessment. However self-assessment is in the early stages and does take into consideration the views of staff.

Parents show great satisfaction for the care their children receive. A notice board in the school hall displays what activities their children are taking part in. Staff communicate with parents daily and they are informed of the EYFS through a newsletter. However, the club are in the process of giving them more opportunities to become involved in their children's learning. They have established links with the school head teacher and staff on the premises responsible for delivering the Early Years Foundation Stage to the children attending the club.

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

Planning and observations demonstrate that the staff have sufficient knowledge of the learning and development requirements of the Early Years Foundation Stage. Photographic evidence in the children's booklets indicate a general balance of adult and child-led activities. They are beginning to plan around children's individual interests. However, planning is in the early stages and not covering all the six areas of learning in depth. Children are making some progress given their starting points. However, assessments do not contain enough detail to track children's

development across all areas of their learning. The staff question and interact well with the children to encourage them to become independent learners. There is also a suggestion box to enable the children to contribute to activities. However, a lot of activities take place during the holiday club and this is not always extended to the children only attending the after school club. The organisation of resources in the environment encourages their self-help skills as they learn to give out snacks at the table. Toys and activities are laid out before the session starts. However, the toys are not always stored for young children to easily access themselves. Furthermore, children do not have a quiet area where they can sit and read or chill out.

Children's differences are recognised, they celebrate a few festivals and learn about other countries giving them an awareness of diversity. The setting has experience of working with parents and outside agencies to promote an inclusive and welcoming environment for children with special educational needs. Children behave well and they clearly respect each other and learn to share. They are encouraged to make friends and play well alongside their peers. A worry box is in place to enable them to post any comments they are not happy with in the club. Communication and language skills are developing as they listen during news time and also use writing materials during the session. For example, a recent puppet show in the holiday club involves children writing sentences about the experience. They also have opportunities to write their name in glitter. Mathematical concepts are promoted throughout daily routines and they count and recognise colours when playing connect four. Thought is given to developing children's knowledge and understanding of the world. Children have access to a variety of programmable toys and taste foods from different parts of the world. They have opportunities during their time in the holiday club to bake and interact with a visitor who brought an owl in. They have some opportunities to engage in meaningful role play and a varied range of creative opportunities. For example, children enjoy dressing up, gluing, sticking and free painting using a variety of colour.

Children learn how to manage their own health and hygiene. They are encouraged to independently practise their personal care in the bathroom. A healthy lifestyle is encouraged through exercise. They have use of the playground, climbing on the tyres and also staff plan activities in the hall when the weather is wet to further promote children's physical skills. There is also a sports coach employed by the school who occasionally involves the children and staff from the club. Children enjoy nutritious foods and fruits at snack times and water is available at all times. They are learning about keeping themselves safe, for example, they adhere to their boundaries within the designated areas of the school. Good emphasis is put upon raising children's awareness of personal safety. Through activities they are learning to take responsibility for their own actions. They practise fire evacuation procedures on a regular basis and are made aware of 'stranger danger'. To further promote children's safety, children learn about people who are involved in helping to re-enforce safety and sit and watch a DVD to remind them of this. They contribute to making ground rules and adhere to them whilst having fun.

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	2
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	2
The extent to which children adopt healthy lifestyles	2
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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