

West End Night Owls

Inspection report for early years provision

Unique reference number

EY365017

Inspection date

30/09/2009

Inspector

Anthony Anderson

Setting address

Horsforth West End Primary School, West End Lane,
Horsforth, LEEDS, LS18 5JP

Telephone number

07939157258

Email

info@westendnightowls.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

West End Night Owls out of school club has been registered since 2007. It is run by Westend Night Owls Limited and operates from four rooms in Horsforth West End Primary School, Horsforth, Leeds. The group serves children from the host school and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the out of school club at any one time. The facility is open each weekday during term time from 7.30am until 8.50am and again from 3.15pm until 5.45pm except Friday when it closes at 5.00pm. The holiday club opens each weekday from 8.00am until 5.00pm for three weeks during the school holidays and for five days to coincide with training for school staff. There are currently 87 children from three years to eight years on roll, of which 16 are in the early years age group. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language. Children attend for a variety of sessions. The out of school club employs 13 members of staff, of these, nine hold appropriate early years qualifications and four are working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the quality of the provision is satisfactory. The setting's environment is large, warm and inviting and children say that they enjoy the wide range of activities provided. Staff get to know children well, although systems for monitoring progress through sensitive observations are at an early stage. Staff review the quality of provision informally and have yet to use self-evaluation to embed ambition and drive consistent improvement. Partnership with parents and other organisations, such as the host school, are good. There has been satisfactory improvement since the last inspection and management demonstrate a similar capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the quality of self-evaluation and set clear measurable targets which lead to continuous improvement
- develop observational assessment in order to plan to meet young children's individual needs
- develop planning so that activities clearly link to the six areas of learning
- ensure that day to day risk assessments undertaken both inside and outside the setting consistently record when and by whom the checks have been carried out.

The effectiveness of leadership and management of the early years provision

Safeguarding systems, including the vetting of all staff who have access to young children, are well documented and effectively implemented. This helps to keep children safe. Although staff complete regular risk assessments of the setting, they do not consistently record all the necessary information. Staff are valued as a key resource and are regularly consulted about their own ideas and suggestions, although the outcomes of discussions are not yet sufficiently linked to the embedding of ambition and the driving forward of continuous improvement. A key person system is used well to add additional support and guidance to young children in the setting.

Displays of multicultural peg dolls and colourful posters of a range of world faiths are used well to promote diversity. Further satisfactory use of resources is shown through displays of children's drawings and paintings, such as a recent focus on owls. However, staff do not yet undertake formal observations of children or document their progress in the six areas of learning. Parents speak very warmly about the day to day management of the setting and they feel that their children are happy, safe and secure. The out of school club receives good support from external agencies and has good links with the host school. This has a positive impact on children's overall contribution towards their own personal development.

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

The setting is a bright and stimulating environment with positive use made of the internal walls to display children's paintings and drawings. Children are confident and happy, but their achievement is not as strong as their enjoyment due to the lack of observations of their progress and of the associated planning towards their next steps of development. They are encouraged to make choices from a wide range of resources and activities but these are not sufficiently linked to the six areas of early years learning.

Children's development of healthy lifestyles and physical skills is supported well as they run, jump, pedal and scoot around the outside play area. They enjoy a healthy breakfast of cereal and fruit and fresh drinking water is always available. They are encouraged to develop personal hygiene routines by washing their hands before eating or after visiting the toilet. They have many opportunities to communicate with each other. Staff encourage and support this by actively listening and taking an interest in what children say and do. An effective circle time game before children transfer into the host school provides good elements of challenge and adds positive support to the development of their listening skills. Children behave well and they make a positive contribution towards the setting's day to day development. Good relationships are built with staff and older children are keen to help and support their younger friends.

Children's knowledge of their local and wider community is enhanced through

discussions, photographs, the setting's frequently used computer and occasional visitors to the provision. However, the limited observation and assessment of children's learning means that plans do not ensure that activities build on current skills and knowledge.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
The extent to which children feel safe	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----