

Stay and Play Out of School Club

Inspection report for early years provision

Unique reference number

316385

Inspection date

15/09/2009

Inspector

Graham Martin

Setting address

Norden CP School, Shawfield Lane, Rochdale, Lancashire,
OL12 7RQ

Telephone number

01706 638555 or 01706 522565

Email

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

Stay and Play Out of School Club is a private facility, registered since 1994 and managed by two individuals. It is registered on the Early Years register and the compulsory and voluntary parts of the child care register. It operates from five rooms at Norden Community Primary School in the Norden area of Rochdale. Only children from the school attend. A maximum of 48 children may attend the club at any one time. The club is able to support children with special educational needs and/or disabilities and those with English as an additional language. It is open each weekday from 7.30am to 8.30am and 3.00pm to 6.00pm during term time only. All children share access to a secure, enclosed outdoor play area. There are currently 47 children aged 4 to 11 years on roll, and 25 of these are aged eight years and under. The club employs five staff, two of whom hold Level 3 GNVQ childcare qualifications and one with a Level 2 GNVQ childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting effectively meets its own aim to provide a happy, safe, warm and inclusive environment for all children to play, learn and develop. All required policies and procedures are in place. Children are well cared for, safe and healthy, enjoying good relationships with the adults who look after them. Qualified staff show a good understanding of the Early Years Foundation Stage (EYFS), although other staff would benefit from further training. Children achieve well overall but more sharply focused play plans could accelerate their progress. Managers work cooperatively with parents and professional partners, including the school, to ensure that learning opportunities and resources are suitable and continue to improve.

What steps need to be taken to improve provision further?

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

- follow up assessments with individual play plans for each child to promote sharper focused learning
- ensure that unqualified staff receive regular suitable training to promote their understanding of the Early Years Foundation Stage requirements.

The effectiveness of leadership and management of the early years provision

The leadership and management are good. The experienced joint managers have a clear vision for providing good quality care for all children, well supported by the staff who work well as a team. Policies and procedures meet requirements and are regularly reviewed, ensuring the safety, welfare and well being of the children. Risk assessments are in place, including a daily safety check. Recommendations

from previous inspections have been acted on well. Adults have appropriate qualifications and are suitably cleared under current safeguarding requirements. Qualified staff have a good knowledge of the EYFS requirements but other staff require further ongoing training to help them meet children's learning needs better. The setting promotes happiness and security among the children, seen in the confident way children chat to staff, each other and visitors.

A regular process of self-evaluation takes place and managers are committed to increasing their knowledge of how well their provision meets requirements. Staff and children evaluate activities in which they have been involved and are confident to suggest ideas about improvements and so contribute to future planning. The setting has inclusive systems that ensure all children contribute and make good progress.

Good links with parents and the school ensure that there is continuity of learning and full awareness of children's personal and social needs. Good, trusting communication with parents enables information about the children's well being and progress to be passed on verbally. Any particular concerns, such as accidents or health worries, are recorded and communicated formally. There are increasing opportunities to share information regarding children's achievements through photographic records which include informative staff comments about the children's learning. Parents are kept well informed about the setting's commitment to developing healthy attitudes, with snack menus and health awareness posters displayed. Further good links with wider partners provide support, guidance, advice and external validation of the out of school club's work, such as certificates of food hygiene. The manager is committed to ensuring that the provision continues to give good quality care with increasingly improved opportunities for children to learn.

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

Children make good progress. They have fun and enjoy their time in the setting, learning well from the variety of activities provided and well supported in their learning by adults and the older children. The activities provided ensure a balance of learning across all areas of the EYFS framework. Resources are freely accessible so children are able to make independent choices. For example, one child thoroughly enjoyed choosing clothes when dressing a doll. Daily safety checks ensure that equipment is suitable for purpose. Children enjoy active play in the well supervised, secure and safe outside area, with a suitable variety of equipment and exercise spaces. In particular, children said that they enjoy the additional activities such as team games arranged by staff. Key workers are allocated to all children, who are confident that the key worker will help them. Policies are in place to ensure that health issues are correctly addressed. Children feel secure when they are transferred safely under adult supervision between the setting and the school.

Planning is based on themes, such as 'Healthy Eating' and children's work is displayed, encouraging healthy attitudes. Children are encouraged to develop a

healthy lifestyle through the provision of healthy snacks and drinks, whilst occasional treats are available on special occasions with parents' permission. Hygiene routines are constantly reinforced and followed. Children appreciate wider cultural experiences through the celebration of special festivals. They are well involved in activities that promote their independence, such as agreeing activities for special occasions in discussion with adults. Activities, both adult led and independent, support children's good language development. Good communication and questioning from adults helps the children to develop their vocabulary and their ability to express their thinking in sentences.

All staff are involved in assessing children's skills using observations and notes in individual workbooks for each child. Staff comments show a suitable understanding of the steps children make in developing their skills, such as practising letter formation and number sequence awareness. Staff work with school staff to inform them of the progress children make in the club, supporting the school's work by informing teachers about each child's achievements.

The children behave well, with respect and care being shown by all. They work and play together contentedly. Older children, impressively, show good care and concern for those younger than themselves. The out of school club helps further develop these good relationships by encouraging group games that require problem solving skills and working together. The good development of key skills shows that the club is working well with the school to ensure that the partnership between the two providers has a good effect on children's learning.

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	2

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	2
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	2
--	---

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

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
--	-----