

Netherthong Wrap Around Club

Inspection report for early years provision

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Inspector

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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

Netherthong Wrap Around Club opened in 2009 and is managed by an individual owner. It operates from the school hall, two classrooms and an activity room within Netherthong Primary School. It is situated in a quiet residential area close to Holmfirth. There are schools, shops, parks and transport links in the local area. The children have access to the school playground and field for outdoor play. It is open each weekday from 7.45am to 9am and 3.15pm to 6pm, term-time only, with the exception of Friday when the club closes at 5.15pm. During the school summer holidays, the club is open for the first four weeks of the holidays, each weekday from 8.45am to 5.45pm.

The club is registered on the Early Years Register and a maximum of 45 children aged from three to eight years may attend the club at any one time. There are currently 11 children in the early years age range on roll. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 42 children in this age range on roll. The club currently supports a number of children with special educational needs and disabilities.

There are six members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2 and of these, three are working towards further qualifications. The club are members of the Pre-School Learning Alliance and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The learning environment is welcoming, safe and clean; it positively promotes diversity, good behaviour, independence and offers children a wide range of activities and experiences that support their learning. Through home visits and sharing good quality information with parents and children, practitioners successfully incorporate children's individual needs, views and interests into the setting. Practitioners have good relationships with children and parents and they strive towards encouraging others involved in children's learning to share relevant information. Comprehensive documentation, policies and procedures contribute to promoting children's welfare and to the safe and efficient management of the setting. Through good inclusive self-evaluation processes, management and practitioners have a clear vision in ways in which they can build on the good practice and service already established.

What steps need to be taken to improve provision further?

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

- continue to explore ways to encourage other settings to share relevant

information so that activities and experiences offered to children elsewhere can be complemented within the group's activities to promote continuity, coherence and progression for children.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are good. Regular safety checks and detailed risk assessments ensure the environment, resources and equipment are safe and that risks to children are minimised. There is a consistent team working with the children and they work well together. Practitioners deploy themselves effectively so that they keep children safe. For example, through good organisation they ensure they meet adult to child ratios, such as when children are playing both indoors and outdoors. Practitioners have a good understanding of their responsibilities in protecting children from harm. Most practitioners have accessed child protection training and the setting's detailed child protection policy clearly outlines the procedures followed if they have any concerns. Robust and rigorous recruitment and vetting procedures ensure all adults who work with children are suitable. In addition, induction programmes ensure practitioners are clear about their roles and responsibilities and the recent development of appraisal systems contributes to monitoring practitioners' ongoing suitability. There are a number of comprehensive policies, procedures and documentation in place, which contribute to the safe and efficient management of the setting and ensure practitioners effectively promote children's welfare.

Through having a consistent and systematic approach to self-evaluation and other quality improvement initiatives, the setting have a strong commitment, drive and enthusiasm, striving towards improving the service and outcomes for children. Self-evaluation systems are inclusive; they include the views of management, practitioners, parents, children and external agencies. For example, following discussions with the children, management made improvements to the snack menu to incorporate children's ideas and opinions. Practitioners attend a good range of training courses to develop their skills, experiences and knowledge and this contributes to promoting their ongoing professional development. In addition, by implementing good practice ideas gained on the courses, practitioners promote positive outcomes for children.

Partnerships with parents are good. Parents receive a good range of information regarding the service and their child's welfare, learning and development. For example, newsletters, policies and procedures outline the service provided and by sharing children's observations practitioners keep parents informed of their child's achievements. Through carrying out home visits, the manager begins to establish good relationships with the children and parents prior to them starting at the setting. Home visits are utilised effectively so that parents, children and practitioners share valuable information regarding individual children. This contributes to meeting their needs and promoting continuity, which results in children being happy and settled. Practitioners understand the importance of developing effective working relationships with any other settings that children attend. They have been proactive in sharing with them their children's

observations and they seek information about children's progression, experiences and activities from others, however, this information is not always forthcoming.

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

Practitioners have a good understanding of the learning and development and welfare requirements. Therefore, they effectively promote children's welfare and learning. They have good systems in place regarding promoting children's health, for example, through effective cleaning routines and illness management policies, practitioners minimise the risk of cross-infection. Through everyday routines, such as promoting hand washing at appropriate times, the children have a good understanding of the importance of good health and personal care. Through children being actively involved in developing the snack menu, they have a good understanding of the benefits of making healthy choices. The children have good opportunities to be active and to exercise, which supports their physical development and encourages them to lead a healthy lifestyle. For example, children take part in team games and they use their balance and coordination skills as they negotiate the climbing wall. Practitioners know the children well and they have good relationships with them. They provide a safe and secure environment for children, which contributes to children feeling safe. Through activities, such as fire evacuation practices, taking managed risks in their play, playing with age-appropriate computer games and discussing issues, such as internet safety, the children have a good understanding of ways in which they can keep themselves and others safe.

The learning environment positively promotes diversity and good behaviour. Through activities, resources, positive role models and clear boundaries, the children are polite, respectful of others and they behave well. Practitioners deploy effective behaviour management strategies so that children learn about right and wrong. For example, when dealing with minor disagreements, children are encouraged to think about the consequences of their actions and through being involved in devising the club rules, children know what practitioners expect of them. In addition, through children receiving praise, they have a positive self-image, good self-esteem and confidence. Policies and procedures clearly demonstrate how the setting promotes anti-discriminatory practice and how they support children to have respect and positive attitudes towards all people in society.

Practitioners effectively support children's learning by being actively involved in children's play and by planning activities based on their observations and children's learning priorities. The environment is organised so that children make independent choices in their play and resources and activities available incorporate all the areas of learning, therefore, supporting children in making good progress. In addition, by borrowing equipment from resource libraries, the setting extends children's experiences and provides more choice and variety for them. The children are happy, they enjoy their time at the setting and they have a positive approach to their learning. For example, the children express their individuality through arts

and crafts, they use their imagination as they engage in role-play activities and build dens and they build and construct models with skill and dexterity.

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

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