

Crawshawbooth Out of School Club

Inspection report for early years provision

Unique reference number 309205
Inspection date 18/11/2009
Inspector Wendy Fitton

Setting address The Village Centre, Adelaide Street, Crawshawbooth,
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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

Crawshawbooth Out of School Club provides before and after school care for a maximum of 32 children aged from four years up to eight years. The group is privately owned and is registered on the Early Years Register, compulsory and voluntary part of the Childcare Register. The premises are situated within the centre of Crawshawbooth in a community building close to the town centre of Rawtenstall in Lancashire.

There are currently 42 children on roll who attend the local Crawshawbooth Primary School and they are escorted on foot to and from school to the out of school club. Opening hours are Monday to Friday, term time only from 7.30am to 8.55am and 3.15pm to 6.00pm.

Children have access to the main play room on the ground floor, an outdoor play area, a community café area and a physical play area on the top floor. There is a kitchen, office and bathroom facilities on each floor.

There are four key staff working directly with children and this includes the manager. Three staff have childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm and welcoming, safe and stimulating environment. Systems are well organised to ensure that every child receives an enjoyable and challenging learning environment. Staff support children's ongoing progress and development through the provision of a variety of interesting play experiences and activities that are child led according to children's own preferences and interests. There are very secure partnerships established with parents, carers and strong links with other providers and professionals to promote continuity of children's welfare and needs. The system for the evaluation of the quality of the provision is being developed and there are challenging plans for the future 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:

- further develop systems to ensure the individual needs of all children are met; in order to promote continuous improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded by the effective procedures in place that ensure those working with children are safe to do so and understand their role and responsibility. The setting's safeguarding policies and procedures are effectively implemented and staff know their role and duty in keeping children safe from harm and any risks. Staff and parents are provided with a set of policies and procedures for the safe and efficient management of the provision. Staff are suitably vetted and cleared to work with children and are experienced and qualified in aspects of learning and welfare of young children. Staff work effectively as a team and are committed to updating their knowledge, skills and practice as they work with the Early Years Framework. Children's safety indoors and outside is effectively met through comprehensive risk assessments, health and safety practices and the provision of safe and suitable, furniture, equipment and toys. The setting continues to develop and improve the facility and since the last inspection all previous recommendations have been addressed. The system for self-evaluation is being developed as an ongoing action plan and staff recognise the need to further develop systems to ensure the individual needs of all children are met; in order to promote the provision and outcomes for children.

There are excellent partnerships with parents as they are welcomed and given a friendly greeting by staff. Parents receive a welcome pack at the start of their child's placement detailing all organisational policies and procedures. Parents state that they are 'supremely happy and that staff encourage the children to learn and develop'. 'There are very effective communication systems and staff are approachable and flexible'. There are excellent working and professional relationships with the primary school where the children attend. There is a resource sharing scheme and teaching staff at the school are good in sharing important information to be fed back to parents. There are links with the Sure Start team who support and advise staff about the Early Years Foundation Stage. There is continuity of care as staff work in the pre- school group, the out of school group and within the primary school. Staff follow themes and activities that the school are doing and attend regular cluster meetings to meet with other providers.

Children feel a sense of belonging as they play in the interesting and stimulating environment. They are encouraged to have positive relationships with each other and older children help and support the younger children. Children work cooperatively as part of a group and friendships are evident. All children are fully included and involved in all aspects and access the resources and facilities freely. There are lots of welcome posters in different languages and notice boards display important organisational information. Children feel a sense of belonging; they see photographs of themselves and their efforts and achievements are respected and acknowledged through positive praise and encouragement from staff.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning and development through well planned activities and experiences. The planning of the learning environment is linked to the six areas of learning with continuous provision throughout the sessions. The environment is very bright, warm, welcoming and child centred. All resources are set up into specific learning areas and include construction equipment, craft materials, messy and malleable play, a book area, role-play area and a physical play room and outdoor area. Children plan their own games and take decisions about which area they want to play in and what activity they would like to do. Staff find out about needs from parents, pre-school and school and use the information to plan the environment and ensure children have access to the relevant resources. Children's development and progress is monitored through the 'I CAN' books and children take their own photographs and make their own comments for these profiles. Younger children can record in pictures or complete their learning story with a member of staff. Children really enjoy themselves at the setting and are confident, comfortable and settled with staff and the routines. Children ask lots of questions and staff place themselves with groups of children to support their needs.

Children are motivated to learn and respond to positive praise and encouragement when their achievements and efforts are recognised. They communicate effectively as they self express and listen to ideas. They enjoy writing and mark making and create pictorial notices to help younger children who may not be able to read to learn about safety rules and boundaries. Children use a variety of different materials and mediums when they draw, paint and write. They develop their physical skills as they walk to and from school daily, play in the outdoor area and use parks and local play grounds. There is access to the large physical play space and they dance, move and exercise their bodies. Children understand the importance of keeping healthy and talk about health and hygiene practices. They use number names and show curiosity about numbers during the construction activity. They match numbers and count confidently and they show an awareness of symmetry and colour code when using the interlocking shapes. They show interest in features of objects and living things and see the slug in the tank. Children talk about what they see, why things happen, ask questions and make their own comments. They use a range of tools and equipment confidently, they construct with purpose using different resources and operate the computer and complete a simple game. Children talk about their local community and what is in the environment. They learn about differences and the wider world when they read books, see posters and pictures and celebrate special occasions and festivals.

Staff are fully committed to good quality care which actively promotes the children's knowledge and understanding of safety, healthy lifestyles and develops their skills for the future which enables them to make a positive contribution. Children feel safe in the setting and understand about the issues relating to safety. They are aware of the safety rules as younger children hold hands and older children walk in single file to and from school. They go up and down stairs safely, using the handrail and tidy away their toys and games. Children feel safe and

secure because they are confident in the setting as they approach staff and move independently and with confidence around the areas. All security and safety procedures are in place and consistent. Children learn about being healthy as staff talk to children about hand washing and the importance of fresh air and exercise to keep them fit. They learn about healthy foods and are provided with healthy options at snack time. Children's behaviour is managed effectively and in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. There is lots of evidence of children thinking about feelings and sensitivity to others as they share, play cooperatively, help, support and include each other.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1
The extent to which children develop skills for the future	1

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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