

Time Out

Inspection report for early years provision

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Inspector

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Setting address

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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

Time Out is run by a voluntary committee. It was registered in 2005 and operates from a large hall and community room within St Margaret's Primary School in Horsforth, near Leeds. Children have access to a secure, enclosed outdoor play area. The group is open Monday to Friday from 7.30am to 9.00am and from 3.15pm to 5.45pm during term time only. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years old may attend the setting at any one time. The club currently takes children from four years old and also offers care to a few children aged from eight years old to 11 years old. There are currently 92 children on roll, of whom six are within the Early Years Foundation Stage (EYFS). The setting supports children with special educational needs and/or disabilities. There are currently seven members of staff, all of whom hold appropriate early years qualifications to at least level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy the range of activities provided in this safe and secure setting, which offers a warm and friendly environment for play and learning. Observations and assessments of young children's progress have been introduced but are not yet consistently linked to their next steps of development. Partnerships with parents are good and positive use is made of regular meetings with the host school's EYFS to further support children's progress and development. Regular staff meetings take place and management demonstrate a satisfactory 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 and develop the assessment system to enable clear analysis of young children's progress to ensure their next steps of development towards the six areas of learning are consistently identified and acted upon
- improve the setting's monitoring and evaluation of its own strengths and areas for development and ensure that this leads to continuous improvement.

The effectiveness of leadership and management of the early years provision

Recruitment and vetting systems are fully in place and help to ensure that all adults are suitably qualified and trained. Systems to safeguard and care for children, including the occasional provision of first aid and the frequent undertaking and recording of fire drills are good. The use of observations to

monitor young children's progress is developing and the setting works closely with the host school's EYFS, who maintain and update children's records. However, the setting does not yet take sufficient ownership for their part of this process by consistently identifying and acting upon children's next steps of development towards the six areas of early years learning. Consequently, young children's needs are not yet fully met.

Parents are frequently informed about their child's activities and they are encouraged through regular discussions to feel part of an effective and developing partnership. The relationship with external agencies and in particular, the host school's EYFS, is good overall and this helps to support and promote young children's ongoing development. The setting's systems of self evaluation and regular review are slowly developing but are not yet sufficiently embedding ambition and providing sufficient focus towards continuous improvement. Staff help children to develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity, such as regular celebrations of world cultures and faiths, which are highlighted on a large display and by setting a good example of how to respect everyone. Staff's organisation of the environment and resources appropriately supports children to become independent learners and to develop confidence.

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

Children demonstrate friendly relationships with staff and visitors to the setting. They enjoy a healthy breakfast of cereal, yoghurt, fruit and toast with a choice of juice or water. Staff set up different activities around the setting and children enthusiastically join in games with their friends. The school's main hall and extensive playground are also widely used by the setting to provide opportunities for physical development and to promote healthy lifestyles. Regular hygiene is consistently promoted as children are encouraged to wash their hands before eating and after visiting the toilet.

Children have access to a range of play and learning resources inside the setting and this has been extended since the last inspection. Some children enjoy playing with a construction set. Others select toy cars and other vehicles which they strategically place on a large, unfolded plan of a town centre with wide roads, junctions and a range of buildings clearly indicated. A range of other resources allows children to sketch and paint or to draw on a large white board below, where a platform is situated to support smaller children. Regular checks are made by management to ensure the suitability of accommodation, equipment and resources.

Observations of young children are gradually being used to inform planning and to monitor their progress, although this is at an early stage of development. Consequently, they are not yet having sufficient impact on young children's levels of achievement or in consistently identifying their next steps of development. Children are encouraged to take responsibility for the onward development of the setting by contributing their own ideas and suggestions. This gradually developing

provision, which is manned by a number of enthusiastic and friendly staff, helps children make satisfactory progress in their learning of future skills.

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

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| 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

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|--|---|
| 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 | 2 |
| 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 | 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 2 |
| 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

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