

Schools Out

Inspection report for early years provision

Unique reference number EY297256
Inspection date 13/11/2009
Inspector Clementina Ogunsanwo

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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

Schools Out, Out of School Club was registered in April 2005. It is situated in a large primary school in Sidcup. A maximum of 24 children may attend at any one time. The setting is open each weekday from 15.20 to 18.00 term time only. All children share access to a secure enclosed outdoor play area. There are currently 62 children on roll, two of whom are within the early years age range. Children come from a wide catchment area. There are currently no children on roll with special educational needs and/or disabilities or learning English as an additional language. The setting employs three members of staff, two members of staff have a National Vocational Qualification at level 3 and one staff member is unqualified. The setting liaises regularly with the main primary school and two other local schools which the children attend for the care and education of the children. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The setting has disabled access.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Schools Out is a satisfactory out of school club where children learn and have fun in a happy and caring environment. All children are fully included in the range of activities and use of equipment. However, what children are to learn is not always clearly specified and the systems for assessment of the progress children make towards achievement of the early learning goals are new and not fully embedded. Parents and carers are happy with the care and support their children receive, as shown in one parent's comment, 'My child is happy and has fun at the club'. The setting has a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- extend opportunities for the children to undertake independent learning activities
- ensure planning documents specify what children are to learn and assess the progress children make towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Leadership and management are satisfactory. Steps to ensure that children are included equally and the attention to the welfare of the children are good. Risk assessments are carried out on a regular basis and safeguarding systems are good. Whilst policies are in existence, some require continuing revision to bring them up-to-date. Staff supervise and support the children well during activities which extend their play and promote their well being. Well-established systems are

in place for recording children's arrival and departure times. This ensures that staff can account for each child's movement. Self-evaluation is satisfactory. Leaders have identified that the progress children make towards the early learning goals ought to be tracked and have recently revised assessment systems as part of their steps in securing improvement. Systems are however new and are not yet fully implemented. Managers liaise closely with the local authority to assess training programmes with a view to drive improvement these are just beginning to improve the quality of provision. Due to the multiple use of the indoor accommodation, children have limited opportunities to undertake spontaneous play which restricts their independent learning experience. Purposeful activities such as the celebration of cultural events and eating with chopsticks are developing children's awareness of cultures other than their own. Children use the outdoor play facility to undertake active physical play sessions such as ball games and make confident use of the adjacent primary school's outdoor climbing and balancing equipment. Parents have appropriate opportunities to undertake informal discussions with staff about their children's progress. They are provided with a helpful range of information about the setting when their children join. Staff use the valuable background information from the local schools which the children attend to appropriately plan for the care and the purposeful engagement of the children. The setting has addressed the issues for improvement identified during the previous inspection effectively and has a satisfactory capacity to improve.

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

The setting provides interesting activities for the children, which sustain their interest. Children are happy and feel safe at the club. Children respond positively to the care and support of the staff that care for them. Adults know the children well and provide good support during activities such as facilitating circle time sessions during which children share their views on possible consequences of breaking the agreed behaviour rules. Behaviour expectations are high and consistently implemented, as a result of which behaviour is good. Purposeful activities such as the 'show and tell' session during which the children take turns to talk about their school day and proud achievements are helping children develop good speaking and listening skills.

Children make valuable contributions to their learning, for example, making their own choices from the menu, selecting activities to undertake and acting as team leaders during the well organised snack times. Children demonstrate good awareness of safety and are particularly knowledgeable about how to keep themselves safe in the community. They are developing knowledge about the environment and nature through regular trips to the park. The children's physical development is good and children participate enthusiastically in ball games such as tennis. Each day children choose from a range of healthy snacks which includes fruit, salad and fruit juice. Good hygiene routines are well established for eating and tidying up afterwards with hygiene and individual diet requirements fully met. As a result, children make good progress in adopting healthy lifestyles. By the time they leave the setting the children are suitably prepared for their future 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?	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	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	3
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	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