

Weddington Primary Out of Hours Club

Inspection report for early years provision

Unique reference number	200848
Inspection date	16/11/2009
Inspector	Sheelagh Barnes

Setting address	Weddington Primary School, Winchester Avenue, Nuneaton, Warwickshire, CV10 0DR
Telephone number	02476 340729
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

Weddington Primary Out of Hours Club opened in 1998 and is run by a committee. It operates from designated rooms within the main school building. Children have access to a secure enclosed outdoor play area. It serves only the children who attend the school. The club is registered to care for a maximum of 40 children aged under eight years at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 50 children on roll. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language. It is accessible to parents and children with disabilities. It opens five days a week, term-time only. Sessions are from 7.50am to 8.50am and 3.15pm to 5.45pm. There are five members of staff who work with the children; of these, four staff have an appropriate early years qualification and a further member of staff is working towards a recognised qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Weddington Primary Out of Hours Club is good, and meets the needs of early years children well. There are good systems in place to ensure children enjoy a wide range of activities and make good progress. The quality of relationships between adults and children is a strength and children thrive in a safe and secure environment. It is an inclusive setting where the arrangements for supporting children with special educational needs and/or disabilities and those with English as an additional language are good. A strong commitment to providing a quality provision ensures the setting has a good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- revise written policies and procedures to ensure they are fully in line with the Statutory Framework for the Early Years Foundation Stage
- formalise procedures for self-assessment so that all staff know what the setting does well and which is the next focus for improvement.

The effectiveness of leadership and management of the early years provision

This is a well run out of hours club, because the experienced and committed manager is effectively supported by a hard working and caring team. The manager knows what the strengths of the setting are and is honest in her evaluation of

what needs to be improved. However formal self-evaluation is at an early stage of development. This has not impacted negatively on development and the club moves forward steadily. For example, all of the recommendations of the previous inspection have been tackled and fully dealt with. As a result, the quality of the provision has improved still further. All checks and systems are in place to ensure that children are kept safe, secure and happy. Good attention is paid to health and safety issues. Staff training ensures that all know what to do in all aspects of their work. A good programme of staff training has ensured that staff are well prepared and knowledgeable about the Early Years Foundation Stage. This has had a positive impact on the quality of planning and assessment, thus ensuring that children of all levels of ability make good progress in all aspects of their learning. Clear written policies and procedures are in place to guide staff practice. However some documents still require revision in light of Early Years Foundation Stage requirements. Staff's deployment and organisation of the environment and resources appropriately supports children to become independent learners and develop confidence.

Relationships with parents are good. Parents are appreciative of the care their children receive and the positive attitudes developed towards school as a result. They say children are 'keen to come and often reluctant to go home at the end of the day'. Parents have a good knowledge about how well their children are progressing and appreciate the opportunity to talk to staff both formally and informally. There is a positive and beneficial link with the primary school with which the setting shares a site, which prepares children well for the next stage of their education.

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

Activities are carefully and conscientiously planned each week to provide interest and enjoyment for all of the children, dependent on their ages and previous attainments. This is further enhanced by the opportunities for the children themselves to choose what they want to take part in and to adapt activities. For example, children take part in a range of craft activities, including modelling with clay, collage work and painting on glass. Parents are appreciative of the care their children are given and say how they appreciate how good communication is with staff. Children also say they enjoy coming to the daily sessions before and after school because they like taking part in the many enjoyable activities.

Planning is effective in ensuring that children are provided with good opportunities across all areas of learning indoors and out. Staff get to know each child well and make accurate and careful observations and notes of the progress they all make. Children are given good opportunities to choose and to take responsibility, such as helping to clear away activities. As a result of the enjoyable and carefully tailored activities, children progress well. They are happy and feel safe and well cared for. They share in each others' successes through the meeting at the end of the session, which has a positive impact on building self-esteem and respect for the achievement of others.

Children's personal development and communication is particularly good because staff model and encourage considerate behaviour and purposeful questioning at all times. They are kept safe as a result of the careful and rigorous implementation of good policies and procedures. Healthy lifestyles are promoted. Children benefit greatly from the opportunity to take part in adventurous activities, dancing and energetically challenging each other with table tennis. Any occasional accidents are dealt with promptly by staff who have appropriate and up-to-date training. Snack time is used effectively for children to learn good manners. They are patient and polite as they sit at tables together, chatting quietly. It is also used effectively to reinforce messages about healthy eating, as a good range of foods and drink are available for children to try over the course of each week.

Children behave and concentrate effectively because staff make sure that they spend time working with all groups and individuals productively. Children are well prepared for the next stage of their education as a result of their successfully developed social and key 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

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
--	-----