

# Schools Out Club - St Stephens

Inspection report for early years provision

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<b>Unique reference number</b>	EY281273
<b>Inspection date</b>	19/11/2009
<b>Inspector</b>	Ron Hall
<b>Setting address</b>	St Stephens School, Trethosa Road, St. Stephen, St. Austell, Cornwall, PL26 7PX
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<b>Email</b>	
<b>Type of setting</b>	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 Club - St Stephens is a privately owned group. It opened in 2004 and operates from a room in St Stephens Primary School, situated in the village of St Stephens. All children share access to a secure enclosed play area. Access for the disabled is appropriate. Links with the school have been established.

The setting is on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 40 children may attend the Schools Out Club at any one time. There are currently 40 children aged from three to eight years on roll. Children generally come from the local area.

The club is open each weekday for breakfast club 7.30am until 8.45am and from 3:00pm until 6:00pm during term time and from 7:30am until 6:00pm during school holidays.

The setting currently supports a number of children with special educational needs and/or disabilities.

Two staff are employed. Both have early years and play work qualifications to NVQ level 3. The person in charge holds an HND in play work.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Provision in the Schools Out Club, St Stephens is good with interesting and informative facilities. Good resources enable the well-trained staff to create an environment which is enjoyable and sustains and encourages learning. The provision meets the needs of all children as it is fully inclusive. Parents express every confidence in the club and the care provided for their children. There is good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure planning is in place to meet the needs of individual children
- ensure staff have a more in-depth understanding of the Early Learning Goals

## **The effectiveness of leadership and management of the early years provision**

The staff work well together as a team and are clearly committed to ensuring that the children in their care are well looked after and enjoy the wide range of choices on offer. All statutory documentation and procedures are in place and fully implemented. All policies and procedures are thorough and their impact is clearly

seen in the daily routines of the provision. The children's welfare and safety are paramount with good systems to ensure the children's safety. All fire drill logs and registers are kept up to date and children know how to respond appropriately. Staff are fully trained in child protection and safeguarding procedures. Staff are due to receive update training in the near future. Risk assessments are robust and staff and parents are fully aware of all procedures.

Good leadership and management are effectively driving good progress through regular evaluation of the work of the provision. While self-evaluation is a new aspect to their work, it is accurate and being used to improve the provision.

Parents are kept fully informed about all aspects of the provision. They are very supportive, feeling the provision provides a good standard of learning and a happy environment for the children. One parent stated; 'I think it's a wonderful provision. My child loves attending and always says it's fun.' Parents are fully informed of their child's progress through informal daily conversations with their child's key worker and termly through formal methods. Although parental involvement in initial assessments is limited the staff are working hard with parents to encourage greater involvement.

Close links with the school ensure the children have a smooth transition between provisions and work flows from one to another. Staff effectively use the close links with the school's early years co-ordinator to inform their practice and ensure they can support the children's learning as effectively as possible. There is also a range of external specialists who are available to them to support children's needs as and when they arise.

Resources are well utilised to meet the needs of the Early Learning Goals, and to ensure that equality and diversity are an integral part of all activities.

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

Although there were no children within the early years age range present during the inspection, observations of a younger child with the older pupils provided a sound view of the provision. It is a warm and welcoming environment, set-up to meet the needs of every child. A wide range of resources and activities cover the entire early years programme. Activities are well organised and available to all children. The excellent relationships created with the staff encourage the children to be sociable and interact with each other really well.

The use of the school grounds provides a range of physical and imaginative play opportunities. There are good facilities for mark making in a variety of ways. Children have a range of toys and costumes to develop their imaginations and current planning indicates that adults take advantage of their interests to enhance learning. The home corner provides opportunities to encourage the children's imaginations. There is good provision to ensure children have a good understanding of how to stay healthy and safe, for example, routinely washing their hands and being aware of the need for outdoor clothing especially in bad

weather. One little boy exclaimed, 'I really like it here, I love toast, and they give us fruit which is healthy for us.'

Assessment and recording systems lack detailed accuracy to ensure the needs of all children are met. Planning does not detail the coverage of all the areas of the early years learning goals, but clearly shows good coverage of the Every Child Matters Agenda, with enjoyment and developing a feeling of safety being high priorities. Assessments are used to inform planning, but it is too early to measure the impact of this on the children's learning.

Staff know their children well and are aware of the needs of all children. They use every opportunity to develop language skills, promote social development and encourage independence and confidence in the children, thus preparing them well for the future. Those with special educational needs and/or disabilities are very well supported. Staff are developing an awareness of the children's skills and abilities through each phase of their learning

Snack and lunch times provide a social occasion to develop interpersonal skills, as well as reinforce healthy eating, hygiene and safety issues. At snack time staff provide a range of options for the children and discuss with them their choices. Through these activities a healthy lifestyle is well promoted.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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