

# School's Out @ Cubbington

Inspection report for early years provision

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**Inspection date** 19/11/2009  
**Inspector** Fiona Robinson

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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 @ Cubbington, Out of School Club opened in 1999. It operates from a portable classroom, school hall and computer room, at Cubbington Primary School in the village of Cubbington near Leamington Spa. There is ramped disability access to the building. The Out of School Club serves the local area. The setting may care for no more than 30 children from four years to under eight years at any one time. There are currently 63 children from four to 11 years on roll; of whom eight are under five years of age. The setting supports children with special educational needs and/or disabilities, and English as an additional language. Children attend for a variety of sessions. The group opens five days a week during school term times. Sessions are from 8:00am until 8:55am, and 3:30pm until 6:00pm. Seven part-time staff work with the children; three of whom hold a National Vocational Qualification at Level 3, and one is working towards this. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

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

Overall the quality of the provision is good.

The overall effectiveness is good, because activities are well organised and children respond well and behave well in a stimulating setting. The staff team are very effective in promoting the children's welfare and take into account their individual needs and interests. All children feel valued and fully included in well-planned activities. Staff have good links with parents and the host school and information is shared effectively. The manager and staff demonstrate a good knowledge of the setting's strengths and areas for improvement and have good capacity for continued improvement.

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

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

- develop planning and the recording of assessment to inform future learning
- develop the use of technology in activities.

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

Children's safety is protected very well, because staff have an excellent understanding of safeguarding issues and children are cared for in a safe and secure environment. Comprehensive written policies, procedures and documentation are in place and implemented effectively to ensure children's welfare is safeguarded and promoted. Staff regularly undertake risk assessments to minimise the potential for accidents and ensure safe indoor and outdoor

environments. Children are well supervised to ensure their safety and respond well because they receive excellent care and support. Fire drills are practised regularly and children benefit from the safety rules put in place by staff.

Partnerships with parents are good and feedback from parents is positive. They say their children enjoy coming to the club because the activities are varied and interesting. Clear information is shared with parents through newsletters, the parents' notice board and informal discussion. Staff regularly share the children's individual learning journeys with parents and the host school. The relationship with the host school is good and the club benefits from the use of its facilities, including the school hall, computer room and outdoor environment.

The club is well led and managed. Good self-evaluation systems take into consideration the views of children and parents when identifying improvements and priorities for planning. Staff have good opportunities for staff development and regular appraisal of staff is carried out. They are well deployed and actively promote equality and diversity to ensure all children are fully included and achieve well. Resources are used imaginatively and effectively to meet the needs of the children. Staff have high expectations about securing improvement and regularly monitor activities. They demonstrate a good capacity to improve in the future through strong teamwork and the ability to build up an interesting range of activities in a well-organised environment. They consider their main strength is strong teamwork and the ability to utilise their specialisms to enrich the children's experiences. Their main areas for development are to further develop planning and recording systems to inform future learning experiences, and to extend the use of technology in the setting.

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

Children are cared for within a friendly, welcoming and inclusive environment. There is well-planned, purposeful play and staff have a good understanding of the children's interests. They are fully included and feel valued because they see their pictures and artwork displayed. Children with special educational needs and/or disabilities are supported well and fully involved in activities. Staff regularly meet to plan activities and share observations. They regularly evaluate the work of the children and are exploring ways of planning and recording their achievements.

Children's health is promoted well through healthy eating and taking regular exercise. They are encouraged to make healthy choices at snack time, such as dried fruit and fresh fruit. They freely access drinks and make independent choices from healthy snacks. They enjoy growing their own vegetables, such as tomatoes and beans. They develop a good knowledge of keeping safe as they prepare fresh fruit salads and pasta dishes. Children thrive from taking regular exercise. They enjoy playing football and exploring the adventure playground. Indoors, they have fun playing team games. Children are well behaved because they have a good understanding of what is expected of them. They are actively involved in developing the setting's rules and these are displayed and shared with parents.

Children enjoy coming to the club and benefit from well-organised and effectively resourced activities. They achieve well and appreciate their graduation ceremonies when they have successfully completed the required modules for the Children's University. They develop their creative skills well as they make masks and paint pictures. They are keen to experience food tasting and other cultures through learning about Diwali and the Chinese New Year, for example. They co-operate well when going on woodland walks and benefit from a good balance between child-initiated and adult-led activities. They enjoy learning through themes, such as 'Keeping Fit', 'Pirate Week' and 'Gardening'. Children have good relationships with staff and co-operate well, such as when searching for treasure or looking for bugs and insects. They develop a good awareness of environmental issues and enjoy playing tabletop games with their friends. They enjoy making dens and taking part in quizzes and problem-solving activities. Personal development and skills are promoted well through fundraising activities. However, children have more limited opportunities to use technology, such as the interactive whiteboard, laptop computers and digital cameras in the setting. Overall, they develop their independence well and are prepared effectively for life outside school and the next stage in 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

<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	1
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

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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

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