

Sandowners Out Of School Club

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

Sandowners out-of-school club was registered in 2009. The setting operates from one classroom and the school hall at Sandown First School in Perton, Staffordshire. The setting serves children who attend the school and also the local Middle School. There is a fully enclosed outdoor play area available. All areas of the setting are easily accessible with adjoining toilet facilities.

The club is registered on the Early Years Register with a maximum of 20 children attending at any one time. There are currently three children on roll in this age range. Older children are also cared for and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club is open five days a week, from 8.00 am until 8.45 am and from 3.15 pm until 6.00 pm, during term-time. Children are able to attend for a variety of sessions. There are two staff and a volunteer working directly with the children; the staff hold appropriate qualifications and the volunteer is working towards relevant qualifications.

The setting supports children with special educational needs and/or disabilities, and those who speak English as an additional language. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work well as a team to offer a relaxed environment, taking account of children's need to wind down after the rigours of the school day. Relationships with the children are friendly and respectful, as staff know the children well, offering activities that cover all aspects of their development and learning. Staff have not yet engaged fully in a process of self-evaluation to prioritise areas for future development, although they have considered where some improvements can be promoted. Most documentation used to govern the operation of the setting is in place and shared with parents. The partnership with parents and carers is good, as are links with the early years staff within the school.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of the provision for all children
- extend freedom for children to access resources while ensuring that they develop their understanding of the importance of tidying up and putting things back where they belong
- maintain a record of evacuation drills in a fire log book including any

problems encountered and how they were resolved so that the safety of children is promoted.

The effectiveness of leadership and management of the early years provision

Children are safe as a result of the procedures in place to ensure staff are suitably experienced and qualified, with full vetting conducted to assess suitability. Staff demonstrate a sound understanding of the safeguarding procedures. Risk assessments are carried out appropriately, with daily checks to ensure risks are minimised. Parents receive well-written policies and procedures, and information about the setting provide staff with details of who has legal responsibility of the child. Staff are trained to administer first aid, holding current certificates, and have gained the appropriate consents for seeking emergency medical treatment should it be necessary. A record is maintained of those visiting the setting, which is kept secure to prevent unauthorised access.

Good links exist with parents. Partnerships are friendly and feedback is very positive. Parents say their children are keen to attend the club and enjoy taking part in the activities. There is an 'open door' policy, where parents are encouraged to discuss their views and suggestions with staff. Staff keep parents and carers well-informed of activities via the notice board, regular newsletters, informal discussions and the school website. The relationship with the host school is also good, and liaison with teaching staff regarding children's progress in the Early Years Foundation Stage is well-established to enable a consistent approach to be implemented to build on children's stages and learning styles. Children attending are familiar with the layout and the expectations of their behaviour and use of the premises. Children can choose their own activities and interact with their peers and the adults in an informal way. The children attending come from a range of diverse family and cultural backgrounds and staff welcome each child accordingly.

Overall, the club is suitably organised, although the lack of an effective process for identifying strengths and areas for future development hinders how a clear vision can be planned and implemented. Staff plan activities, identify training needs and link children's attainment to the Early Years Foundation Stage, through informal observation and assessment. Verbal feedback is given to parents and carers to keep them informed of the activities their children have engaged in during each session.

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

Children enter the setting happily and know the routines well. They say that 'it's really, really fun; it puts big smiles on your face and the food is really nice'. Staff put out activities at the beginning of the session for children to choose. Children know what play resources are available and request alternatives of staff; due to the storage arrangements many of these are not easily accessed by the children themselves, which limits their ability to make choices regarding their play. Children

move freely between activities, selecting whether to engage in physical activities or more quiet activities, such as art and craft or various board games. Children enjoy playing 'snakes and ladders', making bead patterns, and they skilfully play table football and pool. They are keen to learn about other festivals and cultures through learning about Christmas and the Chinese New Year. Topics, such as making a collage picture of African wild animals, are planned to complement, but not replicate, those undertaken by the host school. Staff deploy themselves well, establishing warm, trusting and relaxed relationships with children. This means that children are very confident around staff, happy to seek advice and support, and are keen for staff to join in their games. Staff are enthusiastic in their interaction with the children, using the information supplied by parents, class teachers and the children themselves, to meet individual needs. Staff have a good understanding of the Early Years Foundation Stage, consequently children's progress is supported well.

Staff use effective questioning techniques to extend children's communication, development and thinking skills. Children eagerly involve the adults in their play, confident in the response and humour that is shared between them as they exchange friendly banter about their favourite football teams. Children are developing a good understanding of how to keep themselves healthy. They understand the importance of taking regular exercise and making healthy choices at snack time. They enjoy designing their own menus and sit with staff suggesting and discussing suitable fillings for wraps.

Children's behaviour is managed well in the informal environment. Staff gently remind them about their behaviour and the need to consider the needs and safety of others at times. They are aware of keeping safe as they know the rules regarding using tools and equipment correctly to prevent accidents. Children take part in evacuation drills, and so become familiar with the procedures which will keep them safe. However, these drills and any problems which may be encountered, are not recorded. Children's health and well-being is suitably promoted as they follow familiar routines for hand washing with regard to toileting and eating, with staff reminding sensitively at times.

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	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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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

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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