

# Buckies Out Of School Care Club

Inspection report for early years provision

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<b>Unique reference number</b>	508059
<b>Inspection date</b>	24/02/2010
<b>Inspector</b>	Shazaad Arshad

<b>Setting address</b>	Shore Edge Methodist Church, Buckstones Road, Shaw, Oldham, Lancashire, OL2 8LS
<b>Telephone number</b>	01706 844 204 and 01706 847 804 (home)
<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**

Buckies Out of School Care Club has been registered since 2003. It operates from one room, within Shore Edge Methodist Church Hall, in the Shaw area of Oldham. Currently, they have use of the first floor hall with adjacent toilet facilities, along with a small outdoor play area. It is open each weekday from 7.45am to 9am before school. After school sessions run from 3.15pm to 5.30pm.

The setting is registered on the Early Years Register and on both parts of the Childcare Register. A maximum of 30 children may attend the setting at any one time. There are currently 28 children on roll, of which, three are within the early years age range. The manager holds a National Vocational Qualification at level 3 in Childcare and Education. The co-worker also has a recognised childcare qualification.

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

Overall the quality of the provision is satisfactory.

The children come into the group happy, eager and keen to participate in all activities and sufficient and suitable resources enable them to explore and develop their own play and ideas. The staff demonstrate caring and positive attitudes towards the children and involve themselves fully in their play. The setting is effective in providing a sound standard of care, so that the children's welfare, safety and health needs are all met. The setting is committed to both inclusion and equal opportunities and shows a good capacity to maintain continuous improvement.

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

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

- develop self-evaluation systems in order to monitor the impact of targeted improvements on outcomes for children
- develop profiles to clearly show children's next steps of development.

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

The children are safeguarded, due to the settings recruitment and vetting procedures, which ensure that all staff are safe and suitable to work with children. The staff have a secure understanding of child protection procedures and have attended relevant training. There is a detailed safeguarding policy which is shared with parents. The setting has developed risk assessments and these are reviewed regularly, making sure that children can play safely. The daily walks to the school have been risk assessed and children become aware of what to do in an emergency as they take part in regular fire drills. In addition, the settings'

induction procedures make staff aware of health and safety issues, along with their roles and responsibilities in safeguarding children. There are good security measures on site, to ensure no one enters the premises uninvited. Outer doors are locked and admittance is by staff only.

The staff manage the setting well, efficient teamwork is evident and they have a clear understanding of their role in supporting the children. There are good links with the local school that all children attend, and effective working relationships are in place with the parents. Information is shared with parents and displayed for them to refer to if necessary. The manager shows good commitment to continual improvement and has successfully addressed the previous recommendations raised. All the required policies are in place and maintained well in line with current guidance and guidelines.

Self-evaluation has recently started through monitoring and reflection of daily practice. There are sound working relationships with the parents. The staff are welcoming and friendly in their approach, they share any relevant information with them verbally at arrival and collection times. Parents are encouraged to access their children's 'learning journey' folders and these are freely accessible to them. There are adequate systems in place to share relevant information with the school which they serve. For example, through obtaining information from the school with regards to the terms curriculum. The staff provide support and activities which promotes children's progress and continuity of learning. They recognise the uniqueness of each child within the inclusive setting.

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

The staff team are very friendly, warm and welcoming. Children are happy, confident and settled. They clearly know the routines, taking off their outer garments on arrival and eagerly going off to their chosen activity. Children are actively engaged and have fun at the club with a suitable range of learning opportunities available to promote their learning and interest. Staff demonstrate caring and positive attitudes towards the children, engaging in their play to ensure that activities are stimulating and fun. They are skilled at knowing when to intervene and when to just let the children take the lead. The children chat to the staff and their friends about their school day and home events. Children have developed a trusting relationship with the staff and enjoy their involvement in their play and activities. Staff demonstrate that they value what the children do and say, through positive praise and encouragement. As a result, children are well behaved, share resources, take turns and demonstrate good manners. To further promote children's understanding of the settings boundaries and expectations, the staff have involved the children in writing up the club rules.

The manager has a sound understanding of the Early Years Foundation Stage and uses this sufficiently to support children to achieve good outcomes in their learning and development. She is the key-worker for the children in the Early Years Foundation Stage age range and knows them well, demonstrating a sound understanding of their individual likes and interests. Each child has their own

folder, which contains written observations and assessments, enhanced through photographic evidence. However, their next steps are not fully recorded and this impacts on their continued learning and development under the Early Years Foundation Stage. The children's interest in models and construction is encouraged and promoted, as they play with the various construction sets. They work effectively together, concentrating well and paying careful attention to the small intricate parts, as they help one another in constructing the more difficult pieces together. The children's creativity is valued, for example, their artwork, using a variety of different mediums, is displayed around the hall. At the end of the session children are keen to share what they have done with their parents.

Equality and diversity is promoted effectively and this is a clear strength of the setting. All children are warmly welcomed and their individual needs fully supported and met. Children eagerly take part in all the activities and there are no issues of gender or peer pressure.

Children follow adequate personal hygiene routines and learn to keep themselves safe though well established routines. Children's independence is well promoted as they prepare for snack time and they enjoy their toast. A good selection of fresh fruit is also made available. Drinks are available and children sit together at a table to enjoy their chosen snack.

Arrangements to ensure children's security are good, staff ensure they supervise the children well, registers are kept and the children are signed out at the end of the day. The children behave well, share, take turns, and are friendly and welcoming, and happy to talk about what they are doing. The supportive environment enables children to take some responsibility for their own safety and develop skills which will contribute to their future skills and well-being.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of safeguarding	3
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	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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