

Yaxley Out Of School Club

Inspection report for early years provision

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Inspector Lynne Blakelock

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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

Yaxley Out of School Club opened in January 1995. It operates from a purpose built building situated on the premises of Fourfields Primary School in the village of Yaxley, Cambridgeshire. A maximum of 52 children may attend the group at any one time. The club is open each weekday from 8.00am until 9.00am and 3.00pm until 6.00pm term-time and 8.00am until 6.00pm in school holidays, with the exception of four weeks in the year.

All children share access to a secure enclosed outdoor play area. There are currently 62 children aged from four to under eight years on roll and 35 children over the age of eight. Children attend from three different schools within the village. The club employs seven members of staff. Of these, five hold appropriate early years qualifications and one of these is working towards a further qualification. The setting is able to cater for children who speak English as a second language and those who have special educational needs and/or disabilities, although there are none on roll at present. It works closely with Fourfields Primary School but does not have a partnership with any other early years' settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the setting was judged to be satisfactory. It is a setting in which all children are welcomed and included and it meets their needs soundly. The leadership and management ensure a happy and caring environment. Overall the leadership and management demonstrate good practice in their effective links with parents and with Fourfields Primary School. The children feel safe and most policies are in place to help to ensure their health and well-being, including safeguarding procedures. Improvements made since the last inspection and the present practice point to a sound capacity for future improvement.

What steps need to be taken to improve provision further?

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

- formalise staff's understanding of the importance of self-evaluation in promoting children's learning
- ensure that all policies are in place and regularly reviewed so that they are up-to-date.

The effectiveness of leadership and management of the early years provision

The sound leadership and management of the setting is demonstrated in several ways. Most policies are complete and meet requirements although some need to include the date of completion and to be more easily accessible.

There is a satisfactory range of activities for the children. While being encouraged to work with children of other ages, discrete provision for those under the age of five is developing, aided by appropriate staff training. This enables the children to proceed towards their early learning goals. Each child under five has a key worker, which is a positive development because staff are showing a growing knowledge of children's skills and progress. A start has been made to recording children's progress against the six areas of learning although observations and recordings are not being used to determine the next steps in learning.

The school's partnership with Fourfields Primary School has further developed since the last inspection and the good liaison extends to the school sharing children's levels with the setting and providing notebooks for joint entries. Staff work well as a team to provide appropriate provision and a supportive learning environment. The good adult ratio means that the staff know all of the children well and positive relationships are fostered. Parents value the approachability of staff, the way their views are taken into account and the regular verbal updates on progress. The secure building and checks of equipment and resources help to ensure that children are safe in school. Policies and procedures for child protection are in place and safeguarding procedures meet requirements.

The manager understands through her involvement with all aspects of the setting's work that further improvements can be made to the quality of provision. At present, staff's self-evaluation of their practices are at the early stages of development and a focus on this will help to move the setting forward. More careful planning of topics does not concentrate enough yet on providing structure and a clear purpose to learning, in order to enable fuller coverage of all aspects of learning.

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

Children make satisfactory overall progress in the setting. They settle down quickly on arrival, with many taking advantage of the snacks and others keen to start on the range of activities. They enjoy being here, being with their friends and learning. Interlinking of learning is a developing and positive aspect to some activities. A child, enjoying a healthy snack with a member of staff, counted the number of grapes and practised his subtraction skills. Similarly, a popular card game involved children doing basic problem solving. Children spoke of role play, which encourages their creativity. It also promotes their knowledge and understanding of the world and its cultural diversity, through for example, making a Diwali card although careful questioning of children would encourage them to think more broadly about their learning.

The children are building positive relationships with their peers, some socialising more than others while others prefer to spend time in the quiet area. Behaviour is generally good and both children and parents express confidence that any bullying is dealt with promptly. There is an expectation of politeness and respect for each other, with children expected to start taking responsibility for their actions within

the supportive environment. Independence is promoted soundly.

Regular opportunities for children's physical development are in place to promote healthy lifestyles. All children have access to the safe outdoor area and its gym and grassed area. Yoga each week is another example of interlinked learning. Snacks of bread and butter, crackers and fruit support the school's aim to provide nutritious food and the vegetable garden reinforces this. The children know how important it is to be safe and to keep safe and appreciate the sound level of security. They are pleased that the school makes sure that they are not allowed to leave the building until their parents or a known carer collects them. Not all children are clear about what to do in a fire drill but records show that drills take place regularly.

The range of activities and the opportunities for children to develop their key and social skills prepare themselves satisfactorily for the next stage of their education.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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