

Gaddesby School Community Ltd Out of School Club

Inspection report for early years provision

Unique reference number	226334
Inspection date	16/12/2009
Inspector	Sue Hall
Setting address	Gaddesby Primary School, Ashby Road, Gaddesby, Leicester, Leicestershire, LE7 4WF
Telephone number	01664 840970
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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

Gaddesby School Community Kids Club was originally established in 1997 and changed to its current name and designation recently. It operates from Gaddesby Primary School situated at the edge of the village. The club has access to the school hall, several classrooms, the computer suite, library, study area, kitchen, toilets and enclosed school grounds together with the adjoining village hall. The before and after school sessions are open to children attending the school and holiday club sessions to children from several other schools in the area. There are currently 51 children on roll for the breakfast and after school sessions. Children attend a variety of times and sessions each week. A further 28 children also attend the holiday club sessions. The before and after school activities open five days per week and sessions are from 7.45am to 8.50am and 3.10pm to 6.00pm with breakfast and tea provided. The holiday club is open from 8.00am to 6.00pm. The setting is able to support children with special educational needs and/or disabilities. There are currently no children speaking English as an additional language. Thirteen part-time staff work with the children. Seven have early years qualifications of whom five have a level three qualification and two have a level two qualification. Two other members of staff are working towards childcare qualifications. The setting is a member of the '4 children' network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides good quality childcare through an interesting and enjoyable range of activities for the children. The group is inclusive so that it meets the needs of children of all backgrounds, ages and abilities well including those in the Early Years Foundation Stage. Parents and carers are pleased with the provision noting that several of their children have attended happily throughout their years in primary school. There are effective systems in place to ensure the children's safety and well-being and good provision for their learning and development. The group is well led and managed and demonstrates good capacity to sustain improvement in the future.

What steps need to be taken to improve provision further?

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

- ensure that all policies are regularly reviewed, dated and signed
- ensure the daily checks of the premises address any issues regarding the safe storage of the children's belongings

The effectiveness of leadership and management of the early years provision

Leadership and management of the group is good and activities meet the needs of the children well. The staff have successfully maintained the good quality provision that was recognised at the time of the last inspection. The staff are clear about their responsibilities and work well as a team. Self-evaluation is accurate and a key reason why the group has the capacity to improve further in the future. Staff are reflective and very committed to extending their own skills and knowledge through attending a range of additional training activities including First Aid and Food Hygiene. Staff welcome feedback and ideas from parents and the children of how to improve what is provided. For instance after a recent Halloween Disco the children were asked to identify what other resources they would like to purchase for the group.

The staff have established good working relations with the host school, with several having dual roles in school and as part of the out of school provision. The leaders have developed effective contacts with both the on site nursery and the Early Years Foundation Stage staff to ensure continuity in different aspects of provision and record keeping. These links are effective in supporting all areas of the children's development.

Following the last inspection there were improvements made to ensure the setting meets current legislation regarding policies to support children with special educational needs and/or disabilities. Staff liaise well with those in school regarding provision for children including in areas of their personal, social and emotional development and regarding behaviour management. The group is therefore effective in ensuring continuity in provision for children with an individual education plan.

A good range of information is provided for parents and carers that is accessible, useful and informative. The recent introduction of children's 'learning journeys' for those in the Early Years Foundation Stage is a very effective way of tracking the progress made in the different areas of their learning and development. These show staff make regular assessments of children's skills in all areas and are useful in ensuring that parents are kept well-informed about their children's progress.

The group has a good range of policies and procedures that provide an appropriate structure to the work of the setting. However, the organisation of such documentation is not always as effective as it might be. The group leader has accurately identified the need for further work to ensure that such policies are reviewed on a regular basis and careful checks made to ensure that all are dated and signed when accepted by the organising committee.

The children feel happy and secure in the range of activities. The setting successfully addressed previous concerns about risk assessments for outdoor areas with a suitable action plan. Photographic evidence shows that full use is made of the various indoor and outdoor areas when the weather is suitable. The staff are careful in their supervision of activities although there are not enough checks and

reminders to the children to store their coats and school bags in a safe manner to ensure they do not present a hazard to others.

The staff are qualified and have attended a good range of training that has prepared them well to meet the needs of children in the Early Years Foundation Stage. The key worker system contributes effectively to providing the children with a known person as well as informing parents about their children's progress. Safeguarding procedures are good and all the staff have been checked as to their suitability to work with children. Planning is suitable and ensures that resources and activities are well matched to the needs of the children, with a good range of books, equipment and resources including some that reflect and promote ethnic and cultural diversity.

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

Children enjoy an interesting range of things to do including at the time of the inspection various Christmas related craft activities. For instance this week they are making Christmas crackers, decorated boxes, biscuits and paper chains. They also enjoy using a good range of table top games and equipment that encourage them to play with a partner or as part of a group. These activities lay good foundations for their personal and social development and result in good behaviour reflecting an understanding of how to ensure everyone is kept safe. A key strength is the quality of relationships between the staff and the children. There is a calm and productive working environment that reflects how well children look after each other and work cooperatively. This also ensures they start the school day in a calm and purposeful manner.

There are good opportunities for children to choose activities for themselves as well as individual and group learning tasks that are led by an adult. As a result, the children make good progress and achieve well in all areas of learning. Staff deployment is good. There is always someone on hand to support those that need it, particularly with younger children, but adults are also skilled at leaving children alone at times to be active in their own learning. Role-play, cooking and seasonal activities, such as the celebration of Diwali all support their understanding of their own and other cultures which was an area the setting successfully addressed from the previous inspection.

Children's language skills develop well because staff actively engage them in conversation and encourage them to describe what they think and are doing for example, when playing Jenga. Photographic evidence shows that children enjoy dressing up and role-play activities that encourage social interaction. Numbers and shapes are used in a range of board games and activities including cooking Christmas biscuits. Children develop their skills in using technology because they have ready access to the computer, where there are good examples seen of children of different ages working together. Children also have good opportunities to learn about the world around them. Staff provide a broad range of activities which include outings within the local environment such as visiting areas of interest in the locality. Children's creative skills are encouraged through a range of craft

activities currently related to Christmas although the use of colouring sheets does little to develop the children's drawing skills. Children experience a good range of regular activities both inside and outside which develop their co-ordination and support healthy lifestyles. Photographs show they eagerly participate in games, ride on bikes and explore the play equipment available.

Children's health and well-being is actively promoted by the setting through various policies, cleaning routines, balanced snack menu and good access to drinks to maintain hydration. The choice of food at breakfast time is well considered with low sugar cereals and fresh fruit alongside toast and scotch pancakes with low fat spread and the choice of water, milk and fruit juice. Children are encouraged to pack away and wash their utensils encouraging a sense of responsibility.

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	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

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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