

Eastfield Out of School Club

Inspection report for early years provision

Unique reference number	509943
Inspection date	11/01/2010
Inspector	Tara Street
Setting address	Eastfield Primary School, Eastfield Road, Hull, HU4 6DT
Telephone number	01482 561149
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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

Eastfield Out of School Club is privately owned and managed. It opened in 1994 and operates from a self-contained building in the grounds of Eastfield Primary School, in Kingston-upon-Hull. There are no issues which may hinder access to the premises. Children have access to a secure, enclosed outdoor play area, as well as use of the school gym. A maximum of 36 children, aged under eight years, may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. During term time, the club is open Monday to Friday, from 7.30am to 9am and between 3.15pm and 6pm. In school holidays it is open from 7.30am to 6pm.

There are currently 64 children on roll. Of these, 39 are under eight years and of these, eight are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff, including the owner, who work directly with the children. Seven of the staff hold appropriate early years and/or playwork qualifications and three are currently working towards a recognised qualification. The club is a member of the '4Children' network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy spending time in a relaxed and friendly environment, where staff get to know them well as individuals. They are involved in a good range of activities, both indoors and outdoors, which are provided according to their interests. Enhancing their learning through play and conversation. The positive relationships established with parents and other professionals contribute towards children making good progress in their development. Staff regularly review their provision and attend ongoing training, to increase their knowledge and 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 further the planning of activities to take account of individual children's identified next steps in learning
- provide more regular opportunities for children to access and develop their skills in using information and communication technology
- develop links with all relevant settings providing for children in the Early

Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Staff carry out annual and daily risk assessments, to ensure that children play and learn in a safe environment, both inside and out. Clear recruitment procedures check the suitability of adults to work with children. Staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow for concerns. They update their knowledge regularly through ongoing training. All this helps to protect children from harm. Record keeping documents, policies and procedures are also in place to guide staff practice.

Highly qualified and experienced staff provide a flexible service for families and children who attend. They provide a welcoming environment, in which children can choose to relax or be active, with access to a good range of well organised resources. Effective staff deployment provides good support for children's welfare and development. They get to know children as individuals, which means that all children's needs are well met. They also help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and setting a good example of how to respect each other.

Staff promote positive relationships with parents and carers. They supply detailed information through regular discussions, text messages and newsletters. There are appropriate links with other professionals, particularly in support of those children with special educational needs and/or disabilities. However, links with other settings delivering the Early Years Foundation Stage, where children also attend, are not yet fully established. This would ensure a complementary curriculum and continuity of learning and care.

The club's self-evaluation gives the manager a good understanding of the strengths and areas for development of the early years provision. Improvements made to date have had a positive impact on the overall quality of the provision and the outcomes for children. The recommendations made at the last inspection have been fully implemented.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed and well organised environment. They make their needs known and enjoy sharing experiences and ideas with staff, who are friendly and interested in them as individuals and therefore put them at ease. Children behave very well. They know what is expected through familiar routines and clear explanations. Staff remind children of the rules and their views are valued when agreeing codes of conduct for a harmonious group. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Planning is securely based on the children's interests and achievements. This helps to guide staff in their delivery of the curriculum. However, despite identifying the next steps for each child, these are not clearly reflected within the planning process, to keep a focus on children's individual and immediate learning needs. Children make spontaneous choices from the wide range of toys and equipment available and concentrate on self-chosen tasks and adult-led activities. They effectively use language to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems, as they build, construct and play games. Children particularly enjoy playing games where they take turns, work as a team and use individual skills. For example, a group of children are happy playing board games and display a range of skills, as they follow instructions, use fine motor skills and calculate the scores. They use their imagination, as they act out real life and imaginary situations with role play equipment and small-world toys. Children enjoy drawing and cutting out shapes to make snow flake designs and create friendship bracelets with a variety of art materials. They develop a good understanding of the world around them, as they chat to adults and each other and take part in everyday activities. Additionally, they experience suitable opportunities to access information and communication technology to support their learning, such as, accessing a games console and compact disc player. However, other opportunities for children to explore technology, such as, battery operated and programmable toys are limited.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene and learn to make healthy choices in what they eat, through discussion and good examples set by adults. Children have daily opportunities for fresh air and exercise, with a good range of equipment to help develop muscle skills. For example, they participate in racing games and enjoy playing group games of cricket, tennis and tag rugby. They learn about aspects of their own safety through planned topics, which include traffic awareness, safe routines for crossing roads, recognising hazards in the environment and using equipment safely.

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