

Outer School

Inspection report for early years provision

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Inspector

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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

Outer School is managed by Outer School Kids Club Ltd. It opened in 2007 and operates from a purpose built annex within Kirton Lindsey Primary School in the village of Kirton Lindsey, North Lincolnshire. A maximum of 21 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children from eight to 11 years. There are currently 74 children on roll, of these 27 are under eight years and of these nine are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The club operates before school from Monday to Friday from 8am until 8.50am and after school from 3.30pm until 5.30pm during school term time.

There are four members of staff, including the manager who work directly with the children. Two of the staff hold appropriate level three early years qualifications. Two members of staff hold a level two qualification and of these, one is working towards a level three qualification. The club has recently won an award for the best out of school club in the region and has achieved the first step in a quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Experienced and well-trained staff ensure a good quality of care underpinned by detailed policies and procedures and well organised systems. Staff follow children's interests and include them well. Links to specific individual needs are not yet fully embedded in planning or assessment documentation. Self-evaluation is comprehensive and the recommendation raised at the time of the last inspection has been addressed. As a result of the determination of leaders and managers, the club has made a smooth transition to the new building. The club shows good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure planning clearly identifies the individual needs of children and identifies how staff will organise learning experiences
- develop strategies to assess and record the progress children make and share this information with parents and other providers delivering the Early Years Foundation Stage for a child or group of children, to ensure progression and continuity of learning and care.

The effectiveness of leadership and management of the early years provision

There are clear procedures relating to child protection and appropriate checks are made to ensure the suitability of all staff. Comprehensive risk assessments are in place to ensure the safety of all children, staff and visitors to the building. Policies and procedures are agreed by the committee and regularly reviewed. Staff clearly know their roles and responsibilities and have a good regard to the emotional well-being of the children in their care. Attendance records are maintained and parents sign to ensure the safe handover of their children as they leave the setting. Good communications with the host school and with parents ensure children are settled at the start of the school day.

The manager and staff create a calm, purposeful and welcoming environment. Recent improvements in the quality of consultation with parents has contributed to self-evaluation. Rigorous and accurate self-evaluation gives leaders and managers the information they need to set appropriate goals for improvement. Good teamwork results in the smooth day-to-day operation of the club. Parents are consulted on issues such as the provision of breakfasts. They say staff are, 'friendly and approachable' and 'children come and leave with a smile on their face'. These effective procedures ensure that the provision effectively caters for and involves all children.

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

All children are fully included and involved. They happily and confidently settle while parents have an opportunity to speak to staff and convey essential information. They clearly feel a sense of belonging as they independently access a range of activities. Staff are always at hand to encourage, help and advise. Children happily settle into activities and proudly talk about what they are doing. They relate well to each other and their behaviour is good. Older children work well alongside younger children and these good interactions help younger pupils to develop their speaking and listening skills. They all cheerfully help to tidy up the room at the end of the session.

The high quality furniture and equipment in this new unit encourages play and exploration well. Outdoor provision is satisfactory at this stage with access to a playground and the school field. Work is currently underway to enhance the children's outdoor learning experiences. Children behave well and support and encourage each other. They are polite and friendly and they know the rules and happily obey them. They say they enjoy coming to the club and always feel safe. They know staff will help them sort out any problems they experience. Pupils' achievements are currently monitored informally though plans are in place to formalise these assessments into a record that can be shared with parents and other linked Early Years Foundation Stage providers, to support and inform learning and development.

Children are encouraged to follow a healthy lifestyle. For example, organised walks led by the Healthy Walks Development Officer for the area develop the children's awareness of the need for healthy exercise. Nutritious food at tea time reinforces their understanding of healthy eating. Water is freely available for the children to drink. Good hygiene is explained and reinforced. There is a strong partnership with the host school, and the club takes part in school events such as the school fair. Fund raising activities such as The Poppy Appeal help children develop an understanding of the needs of others. They are helped to understand different cultures, religions and the wider world through a range of purposeful activities and by celebrating aspects of festivals, such as Diwali.

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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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