

Ilchester Schools Out

Inspection report for early years provision

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Inspector Kate Heslegrave

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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

Ilchester Schools Out is on the Early Years Register and both parts of the Childcare Register. It is privately owned by two partners who also jointly manage the club. The club operates from a mobile unit within the grounds of Ilchester Infants School, which is situated close to the naval base. The group has access to two class rooms, one with a kitchen area, the school hall, toilets in the school building and the school playground and playing field. The club is registered to care for 40 children between four and eight years. The number on roll is 60 with eight children in the early years age range. This number also includes older children up to the age of 15 years. There are links with the school and children's centre on site, also links with neighbouring pre-school settings. Many of the children are from naval families. The group is open from 7.30am - 9.00am and 3.15pm - 6.00pm, Monday to Friday in school term time, and from 7.30am - 6.00pm during school holidays.

There are five staff employed. The managers hold National Vocational Qualifications at level 3. Three staff are currently working towards National Vocational Qualifications at level 3 or level 2 certificates. All staff regularly attend training courses and workshops to update their knowledge and skills.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Ilchester Schools Out is a good setting. Children are cared for in a safe, secure and welcoming environment. The provision promotes inclusive practice well. The leadership team is reflective and has a growing awareness of strengths and areas for development. It has good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation by finding out more about individual child's interests to ensure optimum addressing of individual needs

The effectiveness of leadership and management of the early years provision

The setting is highly effective in helping children to feel safe so that they settle and learn in a warm, welcoming atmosphere that focuses on individual children and their families. Checks ensure that those left in sole charge of children are suitable. The managers have received up-to-date training in child protection and are aware of the different signs and symptoms that may indicate a child is at risk. The setting takes effective steps to ensure that children are safe indoors and out, and that furniture, equipment and toys are suitable and safe, especially for younger ones. Detailed risk assessments for the premises are regularly made.

The managers are aware of the setting's strengths and weaknesses through a process of self evaluation. They are striving to secure improvement with further professional development planned. Observations of children inform planning well. However, account is not always taken of children's particular interests to ensure that individual needs are fully met.

There is a good partnership with parents and carers which promotes effective communication regarding children's well-being. The setting has a good reputation locally with parents, remarking that the setting is 'brilliant, of good quality, and recommended'. The managers are proud of the family atmosphere, where children can relax after the school day and choose from a good range of resources. There is a strong sense of community cohesion with both managers involved in community activities, resulting in knowing the families well.

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

Children in the Early Years Foundation Stage become increasingly confident and independent learners due to the safe and secure environment. They feel safe and able to express their feelings to staff. Children understand the routines and what is expected of them with good support from staff. There is particularly good behaviour with children settling quickly to self chosen activities. Children contribute to the planning of topics and ideas, and staff are aware that they need to find out more about individual interests, so that children can get the most enjoyment from them.

Outdoor activities are enjoyed in the school playground and field, with a range of equipment for all ages. Team games are especially popular, encouraging team spirit and good exercise. There is a good range of high quality indoor activities for children to choose from. They are involved in choosing new resources. A separate room is now available for quieter activities, including opportunities for completing homework. Staff interact well in supporting children in their chosen activities.

There is a strong sense of belonging in this friendly club community. Children feel relaxed in a family type atmosphere, after the school day ends. An older child supports a younger one in extending her creative skills in making a collage. A child watches television on a comfortable sofa, with others reading books, playing board games or chatting amicably with friends. As one parent commented, 'children love it, they don't want to leave'. Parents are expected to provide their child with a healthy snack. Only water is allowed and is freely available, encouraging a healthy lifestyle. Children develop their social skills well in mixing with older children. They show respect for each other. There is warm interaction between staff and children, who know each other well. The quality of provision for welfare is good.

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	3
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	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