

Southam Primary School Out Of School Care Scheme

Inspection report for early years provision

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Inspector	Fiona Robinson
Setting address	St. James Road, Southam, Warwickshire, CV47 0QB
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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

Southam Primary Out of School Care is a before and after school club, and holiday play scheme which operates for 48 weeks of the year. It is a well-established group based in Southam Primary School. The group have use of a large classroom area and two adjacent toilet blocks. The school playground is available for use daily, with the hall used in wet weather during the play scheme. There is disability access to the setting. The club runs from 7:30am to 8:45am and 3pm to 6pm during term time, and from 8am to 6pm during the holidays. It is closed for the last two weeks of the summer holidays and the February and October half-term breaks.

There are currently 32 children on roll, of whom 13 are under five years of age. Children from four to 11 years can attend in term time. In the holidays the age range is from four up to 13 years. The group is able to have a maximum of 35 children at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Most children who attend are from Southam Primary School, but during the holidays they are joined by children from the wider community. A total of four staff work with the children over the various sessions, all of whom have, or are working towards, relevant qualifications. They operate inclusive sessions for children with special educational needs, with additional support available during the play scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness is good, because staff are knowledgeable about the children in their care and take into account their individual needs and interests. Partnerships with parents and the host school are good and children respond well to the care and support they are given. They are fully included in well-resourced indoor and outdoor activities. Manager and staff are keen to continue to improve the quality of care and education provided. They demonstrate good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- develop the use of technology in activities

The effectiveness of leadership and management of the early years provision

Staff have a sound and secure knowledge of safeguarding procedures and they carry out risk assessments regularly to ensure children are safeguarded. Policies and procedures ensure children are safeguarded and there are robust systems in

place for parents to follow when collecting their children. Staff are vigilant and ensure that children remain safe indoors and outdoors. They promote children's safety effectively.

Good links exist with parents. Partnerships are open and friendly, and feedback from parents is positive. They say their children enjoy coming to the setting and find the atmosphere to be calm and welcoming. Parents receive comprehensive information through discussion, newsletters and the notice board. The setting has good links with the school and benefits from the use of the hall and playground.

The setting is well led and managed. Staff meet regularly to share planning. Sound self-evaluation systems ensure that the setting has clear plans for future improvements, such as increasing opportunities for children to access technology such as computers and digital cameras. Manager and staff are well motivated to seek further improvement. The views of parents and children are taken into consideration when identifying priorities for planning. Staff are well deployed and effective use is made of a good range of resources to meet the needs of the children. They actively promote equality and diversity and children are fully integrated and achieve well through play. They demonstrate a good capacity to improve in the future through strong teamwork and the development of assessment systems for the youngest children, and the use of evaluations to plan the next steps in learning.

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

There is purposeful play both indoors and outdoors. Staff welcome children's suggestions for activities, which are well organised and well resourced. The team regularly evaluate the work of the children and are exploring ways of developing their planning and recording the children's achievements to inform future learning.

Children's health is promoted well through physical exercise. They enjoy playing football and dodgeball and practising their balancing and climbing skills on the fixed apparatus. They co-operate well in organised team games and relationships are good between older children and younger children. They are encouraged to make sensible healthy choices at snack time, such as choosing healthy toppings for their toast and making smoothies to drink. They enjoy tasting a range of fruit and vegetables. Children develop a good knowledge of how to keep themselves safe through the high expectations of staff. Children are well behaved in the setting because adults are very good role models and expectations are clear.

Children are enthusiastic as they arrive at the setting. They develop their creative skills well as they complete their art and craft activities. They confidently draw and colour pictures and patterns. They enjoy making models of animals such as cats out of card, and colourful rockets to celebrate Bonfire Night. Personal development and language skills are promoted well, with staff encouraging children to play tabletop games and to dress up and role play. Children show a good interest in the range of resources available to them, however this could be improved with the development and use of technology in activities. They enjoy exploring texture and

shape through leaf printing and appreciate going on nature walks to the park. Independence is promoted well and children play well together. They enjoy learning about festivals and other cultures. Overall, children are prepared well for life outside the school day.

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