

Churchtown Out of School Club

Inspection report for early years provision

Unique reference number

EY244201

Inspection date

10/02/2010

Inspector

Tara Street

Setting address

Darley Churchtown Primary School, Church Road, Darley Dale, Derbyshire, DE4 2GL

Telephone number

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Churchtown Out of School Club is run by a voluntary committee. It opened in 2003 and operates from a classroom within Darley Churchtown Primary School in Darley Dale, Derbyshire. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 16 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. The setting is open Monday to Friday from 8.00am to 8.50am and from 3.20pm to 6pm term-time only.

There are currently 65 children on roll. Of these 26 are under eight years and of these five are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, two hold an appropriate Level 3 qualification in early years and/or playwork, one holds a Level 2 qualification and one is currently working towards a recognised qualification. Most of the staff work within the school during the day. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have developed close and considerate relationships with the staff and their peers. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. The setting has built appropriate relationships with the school and informal, friendly relationships with parents. Quality assurance and self-evaluation systems are used satisfactorily to monitor the provision and identify future targets, although some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from all parents for seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 12/03/2010

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

- ensure records of observation and assessments are used effectively to plan individual children's next steps in learning and that planning clearly identifies how activities will promote their progress towards the early learning goals
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided
- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any treatment given
- update policies and procedures to ensure they are fully in line with the Statutory Framework for the Early Years Foundation Stage

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the settings safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process.

Most records, policies and procedures that support the setting to promote positive outcomes for children are generally well maintained, although these have not been updated to ensure they fully reflect the Early Years Foundation Stage requirements. However, written permission is not consistently requested from parents for the seeking of any necessary emergency medical advice or treatment in the future which is a requirement of the Early Years Foundation Stage. Parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the club. Staff organise the environment and resources appropriately which supports children to become independent learners and develop their confidence. An appropriate equality and diversity policy outlines a commitment to promoting inclusive practice at the club, ensuring all children can achieve as well as they can regardless of their background.

The club's self-evaluation gives the manager an appropriate 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 early year's provision and the outcomes for children. The recommendations made at the last inspection have been fully implemented.

Staff form appropriate relationships with parents and carers of children. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are appropriate links with other early year's practitioners and with local schools the club serves to ensure consistency of care and learning for children.

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

Staff interact appropriately with the children through play and talk to them about what they are doing, offering guidance and support. There is a suitable range of adult-led and child-initiated activities which cover all areas of learning. The staff have an appropriate understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals is generally supported. However, staff do not currently use the records of observation and assessment to plan individual children's next steps in learning or to ensure planning clearly identifies how activities will promote their progress towards the early learning goals. This potentially limits the setting's ability to ensure each child's needs are being met.

Children enjoy playing with board games, being creative with a variety of junk modelling and investigating construction materials. Various creative activities are offered daily and there is free access to a range of mark-making materials to practise their early writing skills. Warm relationships between staff and children are formed and children behave appropriately. For example, they eagerly help to get toys out at the beginning of the session. Children are keen to express themselves and their ideas because staff use appropriate questioning and discussion techniques to help children think for themselves. Activities are used suitably to promote early mathematical skills such as board games and using mathematical language when making salt dough.

Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about dangers, such as running indoors, and the possible consequences. The club places a satisfactory emphasis on healthy lifestyles. Children practise appropriate 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 are developing their independence through tasks, such as choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Children regularly play inside and outside with a range of equipment, which helps the development of their physical skills. For example, they participate in games of table-tennis, skipping, badminton, skittles and football.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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