

Stuart Road Out of School Club

Inspection report for early years provision

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EY262217

Inspection date

15/02/2010

Inspector

Ronald Hall

Setting address

Stuart Road Primary School, Palmerston Street, Plymouth,
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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).

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

Stuart Road Out of School Club has been registered since 2003. It is based at Stuart Road Primary School in the Stoke area of Plymouth. A committee of parents and school representatives manages the setting.

It serves children attending the primary school and the surrounding area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered to take 32 children from four to eight years, three of whom are in the early years age range. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting has use of the school's dining room, large hall, reception class and nursery room. The setting also has use of two playgrounds, a kitchen and toilets with washing facilities. In term-time the setting is open Monday to Friday from 7.50am to 8.55am for breakfast before school, 11.30am to 12.45pm to provide lunch time provision for those nursery children who attend both the morning and afternoon sessions and from 3.15pm to 6.00pm after school. During school holidays the setting is open Monday to Friday from 8.00am to 6.00pm.

The club currently employs five members of staff. The supervisor holds a nursery nurse qualification. Several staff are paediatric qualified first aiders. One other member of staff holds a National Vocational Qualification at level 3. There are at least two qualified members of staff at each session.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide an inclusive environment and promote the children's safety and welfare effectively. Comments given by parents demonstrate that they are happy with the service and the levels of care and activities provided. There are good partnerships with other early years provision and these contribute to children's well-being and achievement. Although self-evaluation is relatively new, it is effective and gives an accurate picture of the setting's strengths and areas for development. There is good capacity for improvement.

What steps need to be taken to improve provision further?

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

- further develop the children's language and communication skills by engaging children in extended conversations and widening the children's learning and understanding.

The effectiveness of leadership and management of the early years provision

Systems to safeguard the children's welfare are effective. These include safe recruitment and induction procedures, which also give staff a clear understanding of their roles and responsibilities. Adult-to-child ratios are good and are sustained well to promote children's care, learning and play. Staff work well together as a team and they organise space, time and resources effectively to meet children's needs. Staff implement a full range of written policies and procedures to ensure the children's health and safety and to promote their enjoyment, achievement and positive contributions. The staff team demonstrates a good commitment to continued improvement. Furniture, equipment and resources are of good quality and meet the needs of all the children.

The management and staff constantly improve their practice to improve the learning they provide. Staff show due regard for children's well-being by ensuring that their own professional training further develops their childcare practices. Staff, children and parents are all meaningfully involved in a good process of self-evaluation. Recommendations from the last inspection have been successfully addressed. Future plans are well targeted to bring about further improvement to the setting and outcomes for children.

The premises are warm and welcoming, providing a range of positive images related to those with disabilities and from other cultures. Staff are approachable, include children equally and value diversity, for example, by adapting activities to enable all children to participate in the full range of activities on offer. As a result, children with special educational needs and/or disabilities are fully integrated and involved. Parents are provided with good information both formally and informally on a regular basis. Parents are fully involved in the life of the setting as members of the management committee and by regular involvement in the provision itself. The staff team links well with several local schools to encourage partnerships with other settings.

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

Staff ensure that the provision is welcoming and meets the needs of all the children. As a result, the children make good progress across all areas of learning. Children enjoy artwork, undertake a wide range of games and play with toys and other resources to develop and extend their imagination and learning effectively. Staff assess the children's progress well to make sure that planned activities ensure the early years learning goals are fully met. Planning meets children's needs and plays a key role in ensuring the children's time at the setting is varied and progressive. Children's records are detailed and passed onto the children's schools for inclusion in their 'Learning Journals'.

Staff form positive attachments with the children, who feel at ease and are secure in their care. Staff implement a 'Key Worker System', by which each member of

staff has responsibility for a small group of children to further build positive relationships. Staff dedicate time to playing with and talking to the children. At times, these conversations are too brief and opportunities are missed to enhance language and communication and develop learning skills further. The mix of younger and older children, however, is a positive feature in developing the younger children's language and communication skills well.

Staff value the children as individuals and respond positively to their interests and interactions. The children enjoy being creative, 'I'm a lion chasing the children around', one little boy stated gleefully. Older children happily participate in the activities of the younger children, 'We're making cement to build things with', stated another child as they and several older girls happily played in the outdoor sand tray. Use of a large play digger further enhanced the learning of this activity.

By playing and sharing equipment happily with each other, children develop good social skills. Behaviour is outstanding. The children joyfully play with train sets and a range of construction resources. Older children were observed explaining the rules of various games to the younger children.

Staff and the children exercise good hygiene practices to minimise the risk of cross-infection. The children develop a good understanding of healthy eating as the setting provides snacks that are balanced and nutritious. Both snack and lunch breaks are very sociable times with both children and staff all interacting with each other. The children are very keen to run around, know that exercise is good for them and adopt healthy living well.

The children have lots of opportunities to learn about themselves. Staff value children's ideas and opinions. The children are confident, become independent and contribute well because staff include them in decision making. For example, the children help to plan play activities and to develop the rules for the setting. By the time they leave the setting the children are well prepared for their future learning.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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