

S4YC Out of School Club

Inspection report for early years provision

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Inspection date	30/03/2010
Inspector	Jean Evelyn Thomas

Setting address	Woodlands County Junior School, Eddisbury Road, Whitby, Ellesmere Port, CH66 2JT
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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

S4YC Out of School Club registered in 2009 and operates from rooms in Woodlands County Infant and Junior School. Children have access to an enclosed outdoor play area. The club is situated in a residential area in Whitby, Ellesmere Port and serves those children attending Woodlands County. It is open each weekday from 8am to 8.50am and 3.10pm to 6pm during school term time, and from 9am to 4pm during school holidays.

A maximum of 32 children may attend the club at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 47 children aged from four years to eight years on roll. The club supports children with special educational needs and/or disabilities, and children who speak English as an additional language. A total of eight staff are available to work with the children. Of these, four have appropriate childcare qualifications and four are working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All staff are caring, friendly and approachable, which is conducive to children and their parents feeling welcome. A very positive attitude is demonstrated with regard to offering an inclusive service. Staff meet children's individual needs well, which supports their progress towards the early learning goals. Positive links with other providers complements the delivery of the Early Years Foundation Stage. The management and the staff demonstrate that they have a good capacity to make continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure attendance records show the children's times of arrival (Documentation). 13/04/2010

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

- further develop the systems for identifying children's next steps in their learning and development
- ensure planning covers the six areas of learning to support children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded very well. The settings procedures are in line with the Local Safeguarding Children Board. Staff have attended training around safeguarding issues so they are confident in recognising the signs and symptoms of abuse. Reference to staff's responsibilities regarding safeguarding children are intrinsic in a number of the settings other policies. Systems for recruitment and vetting of staff are robust to ensure that all adults working with the children are suitable. Comprehensive risk assessments and thorough daily safety checks promotes children's safety at all times. All documentation is maintained with the exception of the recording of children's arrival times as legally required.

The setting promotes equality and diversity well. Information is gathered relating to children's individual interests and needs at the time of placement. This information is used by key persons in the planning process and to offer children appropriate support. Children learn about the diverse world in which we live through resources, themes and discussions with staff. Staff organise the environment and resources effectively which enables all children to make choices in the activities they wish to take part in. Children move confidently and freely between the indoor and out door play areas.

The effectiveness of leadership and management in embedding ambition and driving improvement is good. The management team and the staff's ongoing commitment to training has a significantly positive impact on the quality of the play based provision. Staff work very well together as a team and as a result sessions run smoothly, which helps the children feel at ease. There are good systems in place for self-evaluation and monitoring of the setting. Staff, parents and children are involved in the process, through meetings, discussions and questionnaires. Any relevant suggestions made by parents and children are acknowledged and acted upon to make improvements within the setting.

Secure partnerships with parents are established. Effective two-way communication systems result in information being shared and exchanged to support each child's individual needs being met. Parents are given good quality information about the setting to ensure they are aware of practices. They receive a detailed prospectus containing information about policies and procedures and have their own notice board which displays information about activities, the menu and forthcoming events. A strong relationship with the host school supports children to enjoy seamless care throughout the day.

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

Children enjoy their time at the setting in the relaxed, well-organised, environment. There is a lot of laughter and talk amongst the children, they enjoy each other's company and have a great rapport with staff. They feel comfortable to make their needs known and enjoy sharing experiences and ideas with staff,

who are friendly and interested in them as individuals. Children's activities are planned according to their interests and preferences. They make spontaneous choices from the wide range of resources and equipment available, and concentrate well on both self-chosen tasks and adult-led activities. The planning of activities is informed by the observations made by the key persons. Staff use the Early Years Foundation Stage learning and development expectations to assist planning for individual children's needs. However, these systems are still evolving and the planning does not clearly show consideration to the six areas of learning.

Children have good opportunities for imaginative play, construction and a wide range of games that are both fun and educational. The children are very creative and this aspect of their development is prompted using a variety of resources and materials. Staff appreciate that creativity is intrinsic in developing other skills, such as problem solving, communication and working cooperatively together. These skills contribute towards the children's future economic well-being. A group of children produce a dance performance. They create a dance routine, design their own costumes using large pieces of material, and dressing up clothes and select the music. Other children are involved in Easter celebration activities. They model Easter eggs to decorate from salt dough. Children have fun building a den together and discussing how to improve their design to make it a more secure structure.

Staff are resourceful in using recycled goods for activities, such as, junk modelling. Activities, such as, this and gardening help to support children's understanding of sustainability and not to waste the earth's resources. There is emphasis on developing children's enjoyment for physical activity as part of a healthy lifestyle. The outdoor facilities offers space for children to pursue a wide range of robust, energetic activities. The designated quiet area is respected by the children as the place where they can relax on the large cushions, chat with each other or enjoy books. Staff support children with their homework if they want to do this and incorporate further areas of individualised support into the activities at the request of parents. When asked, the children expressed their delight at the club and were enthusiastic regarding the opportunities and activities.

Children's behaviour is good. They play happily alongside each other whether involved in art, role play or physical activity. Younger children mix well with the older children. Children show consideration towards each other, share and take turns very well. They know what is expected through familiar routines and clear explanations. Children develop their own club rules, which encourages them to consider the consequences of their words and actions.

The children's understanding of the importance of following good personal hygiene routines is good. Healthy eating is positively promoted. Snacks are balanced and nutritional, and children can choose from different options, fruit is available at all times, as is fresh drinking water. Children's preferences are acknowledged and their individual dietary needs are met. Children learn about safety, because of clear explanations given by staff and they show that they feel safe, because they readily approach staff for their needs. Children are well supervised and allowed to be independent.

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