

Chew Stoke Primary School Out of School Club

Inspection report for early years provision

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Inspection date	11/03/2010
Inspector	Eira Gill
Setting address	Chew Stoke Primary School, School Lane, Chew Stoke, Bristol, Avon, BS40 8UY
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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

Chew Stoke Primary Out of School Club is managed by a committee and was registered in 2005. The club operates from the school hall within Chew Stoke Primary School in Chew Stoke a few miles from Bristol. The club also welcomes children from other villages in the nearby neighbourhood. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities.

Accommodation consists of the spacious school hall with the use of the school kitchen to prepare hot snacks as well as access to computers in one of the classrooms nearby. Good use is made of the safe nearby enclosed outside playing area. The club is open each weekday from 3.20pm to 6pm during term times and open in the school holidays from 9am until 5pm. The club is closed during the Christmas holiday and for two weeks during the summer holidays. It is open throughout the Easter break.

A maximum of 30 children aged from four to eight years may attend at any one time. There are currently 58 children on roll and nine of these are in the Early Years Foundation Stage age group.

Six practitioners are employed including a very experienced manager who works in the host school as a Higher Level Teaching Assistant. Three other practitioners work in the school as teaching assistants and one is a school meals supervisory assistant. Four members of staff have a National Vocational Qualification at Level 3 or its equivalent. They also have teaching assistant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All members of staff consider each child as unique and fully meet the specific needs of all groups of children well. Children enjoy their time in the club and have numerous opportunities to explore a wide range of activities both inside the building and in the outdoor learning environment. The manager and staff have very effectively addressed the issues from the previous inspection and the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- ensure that management completes the formal self-evaluation form in order that even further improvement can be made
- ensure that the key worker scheme is introduced formally.

The effectiveness of leadership and management of the early years provision

The manager has made a start on the formal self-evaluation document and, as a result, aspects of the setting have improved considerably. For example, the manager has met with staff to consider how to set up a key worker system to meet the needs of the children. In addition, a second questionnaire has been completed by parents who suggested changes in the food menu, discarding or buying new play resources and more off premises activities. These suggestions have been put into place. Appraisals are organised by the chair of the committee. Members of staff are given targets but also set their own. High expectations ensure that the assistants' professional knowledge and skills improve well and have a strong impact on the children's progress which is good.

Procedures for safeguarding children are outstanding. Security is excellent with very efficient systems in place. All members of staff are alert to any health and safety issues. They are very carefully vetted. The system of collection from other schools the children attend ensures total safety. As most staff work in the school all day they have built up excellent relationships with children who attend the host school. This contributes well to children's safety and personal well-being which is first rate.

Planning and assessment are very effective. Members of staff plan around the needs of the young children and find the older ones also enjoy the various activities, such as art and craft, cookery or sport. Specific festivals, such as Diwali and the Chinese New Year are celebrated to ensure the children are kept aware of diversity in the wider world. The children are consulted about any extra resources they would like to work within the club.

Partnerships with parents, childminders and the schools the children attend are excellent and ensure children are very happy. Once a year, parents and staff enjoy a social event. Parents are very appreciative of the club and say, 'They do loads of wonderful things', 'My child is very relaxed here' and 'It is really important for me to know they are so well cared for. I can never get them to come home!'. Partnerships with the host school are first rate. The children's time spent in the club is an extension of school because they are being cared for mainly by the same members of staff who know them exceedingly well.

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

Children's welfare is promoted very effectively and they are safe both indoors and outdoors. On arrival, the young children made their own badges for Mother's Day with the help of an assistant while others enjoyed colouring and painting. A group of older boys played Monopoly with an assistant and quickly began to buy properties. Two of the older boys were engrossed in using hand held computers to play games. One of the children sat on a piece of Physical Education equipment to read a book quietly. There is always a choice of quiet games, such as Dominoes

and cards to play with, that help children to learn how to spell as well as physical indoor activities such as table tennis.

The outside learning environment is outstanding with a very imaginative section of woven willow tunnels for the children to run through and hide. A strongly built adventure playground with a wooden climbing frame and large pagoda is challenging for the children who enjoy climbing and jumping. Two of the assistants organised a game which is a version of 'Tag'. This involved a huge amount of racing around all the different sections of the playground and hiding in little nooks and crannies. All children showed great pleasure and excitement in the freedom in the outdoor space and ran around energetically being chased by their friends. The personal and physical development in all groups moved forward exceptionally well during this game and this will help them in the next stage of their education. It was noticeable how naturally both members of staff modelled very positive behaviour towards each other and how this communicated to the children. Children's behaviour is exemplary.

Children very much enjoy snack time in the hall and sit around a group of tables as a family after washing their hands. They enjoyed a choice of food including fruit. Most children ate beans or spaghetti on toast although a few of the younger children only wanted the toast. Water is available at all times. The assistants chatted to the children throughout this session and the older ones talked about funny things that had happened during the day. The younger children compared the badges they had made earlier.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children adopt healthy lifestyles	1
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