

Poppleton School's Out Club (PopSoc)

Inspection report for early years provision

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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

Poppleton School's Out Club (Popsoc) is a committee run provision. It opened in 1999 and operates from three rooms in a youth centre building which is situated in the grounds of Poppleton Ouseburn Primary School on the outskirts of the City of York. The setting is included on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children may attend at any one time. It is open each weekday from 8am to 9am and from 3.30pm to 6pm during term time, and from 8am to 6pm during school holidays. The children have access to a secure, enclosed outdoor area and the school field.

There are currently 65 children aged from four to 13 years on roll, of whom six are in the early years age group. Children attend from the surrounding areas during the school holidays. The premises are suitable for children with limited mobility.

The provision employs six part-time staff. The manager and deputy hold an appropriate Level 3 playwork qualification and three other members of staff are in the process of gaining a Level 3 qualification. Two of these staff have already have early years Level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff know the children well and ensure their welfare and learning needs are promoted. The children are safe and secure at all times and enjoy learning about the local area and the wider world around them, although, at present resources and space are somewhat limited due to the alterations taking place to the premises. Partnerships with the school and other agencies are still developing to enable the staff to meet children's needs and obtain any additional support they may need. The committee and staff have not yet started to use the self-evaluation procedure on a regular basis to ensure priorities for future development are acted upon to result in a service responsive to the needs of all its users.

What steps need to be taken to improve provision further?

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

- develop relationships with other carers to ensure children's individual needs are fostered
- develop the planned activities to ensure children have sufficient challenge and opportunities to learn, try new things and promote their interests
- develop the implementation of the behaviour management programme to ensure all children are aware of appropriate behaviour and have opportunities to discuss their views of behaviour within the setting
- develop the use of a self-evaluation process to identify and plan for the future development of the provision.

The effectiveness of leadership and management of the early years provision

Clear policies and procedures are in place for the safe and efficient management of the setting, with risk assessments reviewed on a regular basis. Assessments were completed to ensure children are safe while work is being done on the premises, and new risk assessments are to be completed when the work on the building is finished. Currently, children do not have access to the smaller rooms as building equipment is being stored there, and the play resources are unavailable due to safety considerations.

The staff work well together, even though some of them have not been in post very long. An appraisal process has been put in place to follow the induction procedure, thus ensuring staff have a good understanding of their roles within the setting and that any training needs are identified. They have received support from local authority staff and undertaken recent training in both behaviour management and food safety.

All staff have a good understanding of their responsibilities for safeguarding, ensuring the children are safe and secure at all times. Parents and visitors are admitted by staff, and children know they do not open the door to anyone, not even their own parents. Children's attendance is recorded appropriately and good procedures are in place for transferring them to and from school.

Communication with parents is good. They have verbal feedback each day about their children's activities and general well-being. The questionnaires completed by parents were on the whole very positive, although, some did mention the behaviour of some of the older children. Parents like the fact the premises are separate from the school, as children are in a more relaxed environment, and know that children are safe and secure as the entrances are well supervised. Children consulted during the inspection like the staff, know they are safe and enjoy the activities on offer. They also like to be able to make suggestions for future activities.

Relationships with other carers and outside agencies are still being developed to ensure children's needs are met and ensure children can receive any additional support they may need.

The committee and staff are currently developing a self-evaluation process and hope to use the online form to evaluate their practice and promote further improvements. Consultations with both parents and children are being used as evidence of current practice, and suggestions made discussed for the future.

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

The children usually have access to a wide range of resources which they can use freely, with boxes labelled and readily available, although, at present these are somewhat restricted due to the building works. Children can usually use the two small rooms for either quiet activities and homework or computer activities. A programme is planned after consultation with the children, and a daily adult-led activity provided alongside free choice when playing inside, although, at present, opportunities to try new things are limited. Children are able to bake and do craft activities if they wish and also use the outside area or the school field.

The children are becoming confident and are developing independence. Their future skills are promoted by good communication with staff and their peers, and by their use of numbers and mathematical language in the activities they choose, such as baking. They can use a good selection of books, both for stories and information, and resources for creativity and mark making are readily available. A computer and computer games are available for them to use to develop understanding and use of information and communication technology.

Children within the early years age group are included in all the activities, adapted to suit their needs. A selection of photographs is on display showing them enjoying a wide range of activities, including baking and painting. The children do not attend the setting for long periods, so their development is assessed at school, with any additional support they need provided by the setting after discussion with school staff and parents. Staff are in the process of developing individual files for the younger children to show they are making progress.

All children are welcome to attend, whatever their background. Children with special educational needs and/or disabilities are able to access the premises easily, and staff have contact details about how to obtain support for them. Resources are in place to raise children's awareness of diversity and to provide positive images of those often discriminated against. They have celebrated festivals in the past with both food and craft activities.

The children have completed questionnaires about the care they receive, and are very happy with the staff and the activities they provide. They like to see the photographs on display and to decorate the premises with their art work.

As a result of concerns about children's behaviour, staff attended a behaviour management course, however, the older children are still not taking heed of the house rules. Their behaviour does not directly impinge on the care of the younger children, but it does raise the noise level within the building and some of them provide inappropriate role models.

Children learn the benefits of a healthy lifestyle through fresh air, exercise, a healthy diet with the occasional treat of biscuits or cakes, and good hygiene practice. Any allergies or intolerances are highlighted to staff in the kitchen area to prevent accidents. The children have fruit and a drink when they first arrive at the

setting, then a more substantial snack a little later. They sit together for a pleasant social occasion, chatting to their friends. Children can help to prepare the tables and the food if they wish to do so.

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	2
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	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	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

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