

# Summer Lane Primary Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY405061
<b>Inspection date</b>	01/07/2010
<b>Inspector</b>	Paula Fretwell
<b>Setting address</b>	Summer Lane Primary School, Summer Lane, Barnsley, South Yorkshire, S75 2BB
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<b>Type of setting</b>	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

Summer Lane Primary Out of School Club was registered in 2010. It is a privately owned and family run facility which provides a breakfast and after school club within Summer Lane Primary School in Barnsley, South Yorkshire. The children have use of a designated classroom, school hall, computer suite and school grounds.

The setting is registered for a maximum of 24 children aged between three and eight years, although care is offered for older children as well. There are 25 children on roll, four of whom are in the early years age range. The service is available between 7.30am and 9am at the breakfast club and between 3.15pm and 6pm every weekday during term time for after school care. The children are cared for by two members of staff, one of whom holds appropriate qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, busy and confident in this welcoming, inclusive setting and they make good progress towards the early learning goals. Space is used mostly to good effect and staff have a secure knowledge of the requirements of the Early Years Foundation Stage, demonstrating high levels of enthusiasm, commitment and teamwork to ensure children are well cared for. Very positive relationships with parents support children's individual needs well. The setting is developing documentation and ways of recording and sharing children's progress, although this is not yet fully established due to the club being open only a short time. Clearly established links are in place with other settings that children attend. Self-evaluation systems are comprehensive and the views of children and parents are actively sought to monitor the quality of the service.

## What steps need to be taken to improve provision further?

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

- consider the organisation of space and resources and whether these provide sufficient opportunities for children to rest and relax
- improve the safeguarding policy and procedure so that it is clear who would be contacted in the event of a concern or allegation, including Ofsted
- consider further ways to share and discuss information about children's progress with parents.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children is given high priority in the setting. Staff know how to identify the signs of possible abuse and they understand how to ensure children are protected from harm. The setting's policy is detailed and shared with parents, although the procedure does not clearly illustrate who would need to be contacted in the event of a concern or allegation. Children's safety is promoted very well; staff are vetted for their suitability and no unauthorised person may collect the children. Access to the setting is closely managed by staff. Children feel safe because good explanations help them to understand potential hazards and they are involved in carrying out risk assessments. Documentation, including policies and procedures, is up-to-date and confidentially stored. Systems for evaluating the quality of the setting are comprehensive and they include the views of all service users. For example, children complete questionnaires which rate the setting by ticking smiley face symbols and they have the opportunity to write about what they like best and what else they would like to experience. Parents also use questionnaires as well as giving verbal feedback, and any suggestions are taken on board. Staff are very keen and motivated, which gives positive messages to the children who mirror this enthusiasm in their interaction with others.

Children's sense of belonging is nurtured well so that they feel included from the start of their placement and throughout. For example, individual welcome letters are sent to each child using personal information gained from parents, such as their interests. Children feel valued and affirmed because they are empowered to make decisions about how they spend their time before and after the school day. Staff enable them to follow their own interests and children confidently lead their own play, choosing their own challenges. Positive, caring relationships between staff and children reinforce children's self-esteem and they relate very well to one another. Staff are genuinely interested in what the children say and do and they deploy themselves well to actively listen and offer high quality interaction to each child. Resources are used effectively to encourage children's choice and independence and they confidently access what they need to support their play and learning. However, the use of space within the classroom does not always ensure children can rest and relax spontaneously should they need to. Parents speak very highly about the setting and they value the quality care their children enjoy. Communication with parents is friendly and professional, and parents know they can access information on the notice board and in discussion with staff. Staff are developing a record of each child's development which shows how they are making progress, but this is not yet fully established or shared with parents, although parents are welcome to see it at any time. Effective liaison with the local schools that children attend ensures their welfare, learning and development needs are met.

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

Children enjoy learning through play in a friendly environment in which they are settled and at ease. They show high levels of independence and involvement in activities that are tailored to meet their personal choices and development needs. Children understand the routine and they lead their own play, with staff on hand to facilitate and extend their ideas and enable them to play uninterrupted. For example, a blanket that makes a den is transformed by children into a cloak for a queen and staff encourage children to use their imaginations in their play. Children enjoy creative activities, such as drawing on rainbow paper, and they stick their creations on the display board. Staff join in with activities such as board games at children's request. Children become engrossed in role play, such as the dentist or the hairdresser's, and they take it in turns to make appointments or be the clients. Children thoroughly enjoy being outdoors and they energetically use a variety of equipment, such as kites and parachutes. Mixed ages of children play well together, engaging in team games so everyone feels included, and older children show care and concern for their younger friends.

Excellent attention is given to ensuring children's health is promoted well through efficient and effective routines, which they know. Hand washing routines are good and children need little reminding to do this at appropriate times, such as before handling food. Pictures displayed around the room help children to understand reasons for making healthy choices, such as for diet and exercise. Children take part in the Change4Life scheme which promotes healthy lifestyles in fun ways. Children's dietary needs are well met and snacks include a good variety of fresh fruit, which the children enthusiastically prepare themselves in the low level kitchen within the classroom. They peel apples and pick grapes off the stalks while deciding how much food to prepare for the group, and staff maximise the many opportunities for learning future skills in activities such as this. Constant access to drinks ensures children are not thirsty. Snack times are relaxed and offer opportunities for conversation and discussion, and children take advantage of good weather by taking snacks outside to make a picnic. Children look after their teeth by brushing them in the morning sessions and they have individual toothbrushes and toothpaste.

Children feel safe because staff discuss everyday hazards with them, such as asking them not to splash the floor when they are washing their hands, giving reasons why. On outings, children wear high visibility jackets and staff discuss road safety with them. Staff give children many opportunities to be independent and to show their capabilities, which promotes their confidence in what they can do. Children behave very well in the setting. They use lovely manners and show respect and consideration for each other. Staff use effective strategies to promote good behaviour and they give meaningful praise and encouragement throughout. Staff are patient and calm in their interaction with children and as such, the atmosphere in the setting is relaxed and conducive to positive outcomes. Children know their behaviour must be safe and they have consideration for others. For example, they make their own club rules using positive language, such as 'be kind', 'be helpful' and 'have fun', and they display these on the board for all to see.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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