

# Allestree Out of School and Holiday Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY335256
<b>Inspection date</b>	16/02/2010
<b>Inspector</b>	Tara Street
<b>Setting address</b>	St. Benedict School & Sixth Form Centre, Duffield Road, DERBY, DE22 1JD
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<b>Email</b>	
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Allestree Out of School and Holiday Club is privately owned and managed. It opened in 2006 and operates from the kitchen classroom, main hall and gym within an annex in the grounds of St. Benedict School and Sixth Form Centre in Derby. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. The out of school club serves the local and surrounding areas. A maximum of 50 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 14 years. The club is open Monday to Friday during school holidays from 7am to 6pm.

There are currently 600 children on roll. Of these 450 are under eight years and of these 60 are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 14 members of staff, including the owner and manager, who work directly with the children. Of these, 12 hold an appropriate Level 3 or above qualification in early years and/or playwork and one is currently working towards a recognised qualification. There are currently three members of staff working towards Early Years Professional Status. The club receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy their time at the club and staff meet their individual developmental needs well and promote most aspects of welfare and learning successfully. Effective links with parents and the development of liaisons with other providers contribute to the consistency and coherence in children's care and education. Quality assurance and self-evaluation systems are used satisfactorily to monitor the provision and identify future targets, although some of the records required for the safe and efficient management of the provision are not fully in place.

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

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

- ensure written permission is gained from parents for each and every medicine before it is given. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- ensure parental signatures are consistently gained on accident records to show that parents have been informed of any injuries sustained and the treatment given
- ensure regular evacuation drills are carried out and recorded
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

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

Staff have a satisfactory understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Staff members are appropriately qualified and deployed to provide good levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. Children benefit from a high adult to child ratio and receive close individual attention from staff. Inclusive practice helps to ensure that all children feel welcome and valued. Most records required for the safe and efficient management of the provision are appropriately maintained. However, written permission is not consistently gained from parents for each and every medicine before it is given, which is a requirement of the Early Years Foundation Stage. Parental signatures are not consistently gained on accident records to show parents have been informed of any injuries sustained and the treatment given to children, and evacuation drills are not carried out and recorded on a regular basis. Children are safeguarded appropriately, because daily safety checks are completed before children use any of the play areas. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone.

Staff promote positive relationships with parents and carers and supply detailed information through regular discussions, newsletters and a parents' notice board and website. They use information supplied by parents to get to know about children and use this well to inform planning for their first sessions. Staff have established good partnerships with other early years professionals to promote children's confidence and development and to exchange relevant information. This, together with the observations and assessments they make themselves, helps to promote children's good progress.

The club's self-evaluation gives the owner and manager an appropriate understanding of the strengths and areas for development of the early years provision. Improvements made to date have had a positive impact on the overall quality of the early year's provision and the outcomes for children.

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

Children are provided with a range of opportunities to help them make good progress across all areas of learning and development. The planning is flexible, responding to the children's interests and ideas. For example, staff regularly ask children's opinions about the resources and activities they wish to participate in and their ideas are highly valued. Staff observe children as they play, using their observations to ensure that each child's needs are being met. However, despite identifying next steps for each child these are not clearly reflected within the planning process to keep a focus on children's individual and present learning needs. Children make many choices, initiate their own activities and play imaginatively with the resources available. They have a lot of space to develop their own ideas and are developing their independence through tasks such as putting on their own coats and good toileting routines. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. Staff effectively extend games by questioning and encouraging the children to think of different things they can do and make. As a result their imagination and creativity are well supported and promoted. Children paint and build using their own design ideas. They dress up and use a variety of props to extend their role play. Children attending are proficient with the use of information and communication technology. They use acquired skills of problem solving, reasoning and numeracy in their design ideas, construction activities and games. They enjoy writing up appointments in the role play travel agents and veterinary surgery and act out scenarios on the phone.

Children work well together, for example, sharing their knowledge of number when playing board games or resolving problems of design when building a structure from construction materials. The older children present have a positive impact upon the care of the younger children. They are sensitive to the needs of the young children and happily include them in their play and conversation. The children are all very sociable and help one another. Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors, and the possible consequences of this. They enjoy a healthy range of snack options, which include a variety fresh fruits, and are beginning to learn about healthy eating through planned activities and discussion. Children regularly play outside, and in the school hall, with a good range of equipment which helps the development of their physical skills. For example, they regularly participate in group games, throwing and catching activities and enjoy playing with skipping ropes, hoops, balance beams and other small sports equipment. Children are offered activities that are interesting and provide good opportunities to extend their experience and understanding of the wider world. As a result children value diversity and acknowledge that they are all different. The staff actively support this aspect of children's learning, helping them to gain valuable skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 16/02/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 16/02/2010