

# Extra Time Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY357982

**Inspection date**

10/05/2010

**Inspector**

Tara Street

**Setting address**

Darton Primary School, Station Road, Darton, BARNSELY,  
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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

Extra Time Out of School Club is privately owned and managed. It opened in 2007 and operates from the community room at Darton Primary School in Darton, Barnsley. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 24 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 12 years. The setting is open Monday to Friday from 7.30am to 8.50am and from 3.10pm to 6pm during term time, and from 8am to 6pm in school holidays, with the exception of bank holidays.

There are currently 92 children on roll; of these, 44 are under eight years and, of these, nine are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, including the manager, who work directly with the children; of these, four hold an appropriate level 3 qualification in early years and/or playwork and one is currently working towards a level 2 qualification. The setting is a member of the '4Children' Network and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club meets the needs of children in the Early Years Foundation Stage well. Practice is firmly based on tailoring provision to meet children's individual needs and interests. Good systems are in place to inform and consult with parents. Care is taken to ensure children's safety who thoroughly enjoy their time at the club. There is a strong commitment to improve; staff reflect on their practice well and have a clear understanding of areas to develop. The setting is well placed to maintain continuous improvement in the future.

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

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

- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided
- ensure planning clearly identifies how activities will promote individual children's progress towards the early learning goals.

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

Staff carry out annual and daily risk assessments to ensure that children play and learn in a safe environment, both inside and out. All of the records required for the safe and efficient management of the provision are very well maintained. For example, clear recruitment procedures check staff suitability to work with children. The secure systems in place have a strong impact on children's happiness and learning. Staff have a good understanding of how to recognise signs and symptoms of abuse and the procedures to follow with concerns. The setting is well organised and functions smoothly on a day-to-day basis. Resources, including staff and the available accommodation are deployed well to help maximise children's development and happiness. Good procedures are in place to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel welcome and valued.

The ambition to improve the provision and outcomes for children is embedded well with all staff. The club has good arrangements to obtain parents' views and to keep them well informed about what is happening. Responses from parents show they are very happy with what is provided for their children, and parents are clearly comfortable about chatting to staff when they drop off or collect their children. The views of children are also sought on a continual basis, both formally and informally. This information feeds effectively into modifying the provision and systems, and supports the club's good self-evaluation procedures. There are good links with the host school, particularly with the Reception class, so that the activities in the club can complement children's learning in the school. The recommendations made at the last inspection have been fully implemented and demonstrate the club's commitment to improving its service to all children.

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

Children make good progress in their learning and development and feel safe and relaxed in the club. Positive relationships with staff make a major contribution to children's happiness and enjoyment, and the adults are quick to spot any children who are concerned or upset, dealing with them sympathetically and effectively. Relationships between children are good and they play together cheerfully, sharing ideas and equipment sensibly. The positive contribution of older children also helps those in the Early Years Foundation Stage to make progress. For example, older children often help younger ones, join in their games and are very caring towards them. This secure environment helps children to make a strong contribution to the community through expressing their views in the confidence that these will be respected.

Staff prepare an interesting range of activities for children, in which they become completely absorbed. There is a good balance between lively play outside with small sports equipment and inside activities, such as creative art, construction activities and quieter, more reflective activities. 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 including those with special educational needs and/or disabilities. However, planning does not clearly identify how activities will promote individual children's progress towards the early learning goals.

The club places a good emphasis on healthy lifestyles. Children practise good procedures for their own personal hygiene and learn to make healthy choices in what they eat through discussion and good examples set by adults. Children are developing their independence through some tasks, such as choosing toys and equipment for themselves. However, opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided. 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. Children are offered activities that 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> | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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            | 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