

West End Out of School Club

Inspection report for early years provision

Unique reference number 301891
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Inspector Susan Rogers

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Northumberland, NE22 6EB

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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

West End Out of School Club is one of 10 out of school clubs run by the charity Trinity Youth Association. It opened in 1997 and operates from a permanent wooden building in the grounds of West End First School in Bedlington, Northumberland. The out of school club is open Monday to Friday from 7.45am to 9am and from 3pm to 6pm during term time and from 8am to 6pm during school holidays. The group supports children with special educational needs and/or disabilities. Children attending the setting come from the school in which the group is based. Children attending St Bedes Primary School in Bedlington and nearby Meadowdale Middle School also attend the setting.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently 94 children on roll aged from four years to 11 years. Children attend for a variety of sessions.

There are four members of staff, three of whom hold relevant childcare qualifications to level 3. One staff member holds a degree in early years education. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make strong progress in their development and learning in this setting due to the committed and motivated team. Staff work hard to ensure that every child enjoys a range of activities and experiences that are planned to motivate them and stimulate their awareness of the world around them. Staff's knowledge of the learning and development requirements of the Early Years Foundation Stage is developing. All documentation is regularly reviewed and safeguarding procedures and risk assessments are thorough and protect children's well-being. The process of self-evaluation is ongoing and incorporates the opinions of children, their parents and carers, and other stakeholders. There are suitable systems in place for the safe recruitment and selection of staff as management are fully aware of their legal responsibilities. Staff work closely with the management committee and so maintain continuous improvement well within the setting.

What steps need to be taken to improve provision further?

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures and policies reflect up-to-date legislation, and staff have attended training to reinforce their awareness. Staff have a clear understanding of their roles and responsibilities in protecting children. There are effective systems for the recruitment and selection of staff. Monitoring procedures ensure that the vetting of staff is regularly updated as managers are fully aware of their legal responsibilities. Detailed risk assessments are carried out regularly, as well as ongoing visual checks, to ensure children's safety and well-being both on and off the premises. Staff update risk assessments for the regular outings during the holiday play scheme. Documentation is current and reflects the changing needs of the setting and the children.

Staff, parents and the children are involved in evaluating the quality of the practice and its impact on improving outcomes for children. The setting promotes improvement by using local authority support. Identified key persons acknowledge the uniqueness of each child in their care and so the setting delivers a programme where children are wholly supported. Staff have experience of caring for children with special educational needs and/or disabilities and liaise positively with other professionals. There are effective strategies to support children who speak English as an additional language. Strong links with other settings promote an easier transition as well as continuity of care and learning for each child.

There are strong partnerships with parents and carers, who are instrumental in ensuring a two-way exchange of information. They speak very positively about the support and commitment of the staff and express satisfaction about aspects such as the key person system and the wide range of activities, resources and outings. Parents and carers find staff to be friendly, approachable and professional. Policies and procedures are readily accessible so that parents and carers may view children's development records and share their achievements and progress.

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

Children learn and develop well. Staff attend training to extend their knowledge of the Early Years Foundation Stage. Observation, assessment and planning for individual children's ongoing needs continue to develop. Staff undertake some observations, but these do not always match areas of learning. Assessments are not sufficiently evaluative and so do not support children's individual learning and development needs well enough. There is an effective balance of child-initiated and adult-led activities. Children select their equipment and resources freely due to accessible storage. Children access the outdoor area regularly. They enjoy a range of ball games and experiment with aeroplanes they have made during the session.

Comprehensive settling-in procedures promote children's continuity of care. Collection procedures for children attending the two primary schools further promote this as staff receive verbal information from teaching staff. Secure

procedures protect children's safety as they are collected from the playground and nearby school. The room layout is organised to provide maximum learning opportunities so that children's favourite toys and activities are well presented. This enables children to feel settled, confident and to develop a sense of belonging. Children form friendships and play sociably together. They share the equipment and are kind and considerate to each other. They recognise that their play is enhanced when they include others. Staff provide exemplary support for groups of children and for individuals. For instance, children thoroughly enjoy a group activity where they make polystyrene aeroplanes and are well supported by staff who adjust their levels of support to match the abilities and confidence of each child. Children with specific needs receive one-to-one support, which promotes their development and enjoyment of the sessions. Staff offer praise to promote children's self-esteem and they gain in confidence while at the setting. Close links with families ensure effective consultation and sensitive support for children.

Children sit in comfort in the well stocked book corner and develop their literacy skills. They use a variety of media to draw, paint and write with. They express curiosity about the world around them as they enjoy outings during the school holidays to a local castle and the nearby beach. Children's physical skills are developed as they play outdoors. They problem solve and use their numeracy skills as they compete with each other when playing board games. Sitting together for snacks and meals helps children to develop their social skills, as well as to learn about the merits of healthy eating and lifestyles. Children and staff work together to plan menus. Children know to wash their hands before eating. Staff are positive role models for the children in terms of providing good manners, care and consideration to others.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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	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