

Pips Out of School Club

Inspection report for early years provision

Unique reference number EY294431
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Inspector Nora Waugh

Setting address Applegarth Primary School, Upwell Road, Northallerton,
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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

Pips Out of School Club was registered in 2004. They operate from rooms within Applegarth Primary School in Northallerton and caters for children attending the school. The children have access to a secure enclosed outdoor play area. There are no issues which hinder access. A maximum of 16 children under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 38 children on roll, of whom, 20 are under eight years and of these seven are within the Early Years Foundation Stage. Sessions are Monday to Friday from 8am to 9am and from 3.15pm to 6pm term time only. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and on both parts of the Childcare Register. The setting is managed by a voluntary committee who employ three members of staff, all of whom hold appropriate qualifications. Of these, two hold Level 3 qualifications in Playwork and one has achieved Level 5 and is currently completing a degree in Early Childhood Studies. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Pips Out of School Club is a friendly and caring place where children can relax and enjoy themselves before and after the school day. Parents are consistently enthusiastic about how much children love being there. The children are actively involved in all aspects of the club and the practitioners are very proud of them. There is a good range of activities from which children can choose and support from adults is sensitive and skilled. The recommendations identified at the last inspection have all been addressed well and there is an ongoing commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment system to include all children who are within the Early Years Foundation Stage
- provide regular opportunities for children to engage in creative and messy play.

The effectiveness of leadership and management of the early years provision

Good policies and procedures are in place to ensure children are safe and secure. Recruitment procedures check staff suitability to work with children and child

protection issues are well understood. Policies have recently been brought together into an operational file which has helped ensure everything is current and in place. Safeguarding, first aid, food hygiene and behaviour management training has been updated where necessary. The premises used are secure and systems for collecting and signing children in from school and out to parents are good. The children are aware of the need to be safe and to follow rules and routines and actively contribute to them. Annual risk assessments are in place to ensure the children's ongoing safety.

Relationships at all levels are good. The children are happy and secure and obviously enjoy being at Pips. The environment is clean, tidy and very well organised to cater for a wide range of interests and ages. Most of the furniture and resources have been recently replaced through a grant awarded to the club, this has allowed them to be carefully chosen to encourage independence and make the most of the space available. Staff are well qualified and the required ratios are met. Younger children have an identified key-worker who has a good understanding of their needs. There is a strong commitment to inclusion and all children are valued as individuals. Self-evaluation involves children, parents and staff and is accurate in its judgements. Recent improvements are significant and next steps have been identified.

Relationships with other early years professionals at Applegarth Primary School are good and time is spent ensuring that communication is clear and helps support children staying safe and having their needs met. Relationships with parents are warm and positive and responses to questionnaires show a high proportion of very satisfied parents.

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

At the end of the school day younger children are collected from their classes, signed in and quickly settle to their chosen play activities. The activities available are planned to be relaxing but purposeful and to provide a balance with the school day. Considerable emphasis is put on following the children's interests and allowing them to choose what to do. The children play in friendship groups and enjoy being with each other, the younger children benefiting from the older children acting as role models. The atmosphere is lovely and children are really valued as individuals. Recently older children put together a questionnaire which they used with all children to find out what they thought of the club. The responses were full of enthusiasm, particularly for snack and games. Staff work alongside children, chatting and encouraging them in what they are doing.

There is a good range of resources and activities for children to choose from including plenty of games and traditional activities. There is a comfortable sofa for sitting with a book or a friend and a well equipped home corner and a creative area. Adult-led activities are planned on a regular basis including art, role play and music. There are however less opportunities for children to engage in messy or less structured play and this limits opportunities for problem solving. The children enjoy playing on the games console but use is monitored carefully by staff to

ensure children experience a balance of activities during the sessions. Provision for reading and writing is freely available. There are opportunities for children to play games outside or in the school hall but organisational issues mean these activities are not available every day. The staff are working hard to increase the amount of time outdoor play is available. Observations of children are developing but currently focus mainly on their personal and social development. They are shared with the school but are not yet systematically completed for all children within the Early Years Foundation Stage. Behaviour management is very good with children understanding and following rules so adults rarely have to intervene. All children are valued and individual and medical needs met well. Resources promote diversity. The food offered at snack and for breakfast is healthy and children are actively encouraged to follow healthy and safe lifestyles.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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