

Boosters Out of School Club

Inspection report for early years provision

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Inspection date

26/05/2010

Inspector

Tony Anderson

Setting address

Crow Lane Primary School, Crow Lane, HUDDERSFIELD,
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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

Boosters Out of School Club opened in 2009 and is run by a local management committee. The club is situated in the Milnsbridge area of Huddersfield. It has use of the community time-out room, the library and the playground of Crow Lane Junior, Infant and Nursery School. The club is open Monday to Friday from 7.30am to 8.50am and from 3.20pm to 5.45pm during term time, and from 8am to 5.45pm during school holidays.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to cater for up to 24 children under eight years of age and also offers care to older children up to 11 years. There are currently 84 children on roll, of whom 47 are under eight and, of these, 20 are within the Early Years Foundation Stage. The club has procedures in place to support children with special educational needs and/or disabilities and for those who speak English as an additional language. There are currently six members of staff, the majority holding relevant early years qualifications. The manager holds a level 4 qualification; two staff have attained level 3 and a further two hold level 2. The club has links with the Early Years Development and Childcare Partnership and has recently attained the gold 'healthy eating award' from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Care systems and procedures are good overall and help to support children's welfare. Leaders and staff effectively use their observations of children at play, to monitor and evaluate children's progress and meet their needs well. Partnerships with parents and external agencies, including the host school, are good and help to enhance children's learning and development. The leadership uses good overall systems to monitor the performance of the setting and the capacity for further improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the methods of self-evaluation in order to ensure clear and consistent identification of the club's areas for development
- improve the use and effectiveness of the frequent observations of children and link them more effectively to their next steps of development and progress.

The effectiveness of leadership and management of the early years provision

Recruitment and required vetting systems, to support safeguarding, are fully in place and staff are appropriately qualified for their roles and responsibilities. Welfare policies and procedures, such as the appropriate care given to children in the case of occasional minor accidents, are good. There are also very frequent opportunities for staff and children to take part in fire evacuation drills. Staff promote equality of opportunity well and this helps to ensure that each child's individual needs are known and met. Shared celebrations of world faiths and festivals, such as a recent focus on Easter, help children to learn about diversity in the wider world. Frequent observations, of young children at play, are used well to monitor their progress, although, links to their next steps of development are not always clear or followed through. Staffing levels are good and this helps to support children's learning and development well.

The club's relationship and communication with parents is good, and parents say that they appreciate the induction sessions for new starters. The walls of the host school's minor hall and library are used effectively to provide a range of helpful information about the club, and this is supplemented with leaflets and occasional parental questionnaires. Parents are kept aware of their child's development through regular informal meetings with their child's key person, and a developing individual portfolio of each child's progress is made available for discussion purposes. The club's relationship with external agencies, such as the host school's early years managers, is good and is used effectively to further enhance children's development and progress. The club's self-evaluation of its own strengths is good overall, but there is some lack of clarity in the consistent identification of, and action towards, the next steps of development.

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

The manager and staff create a warm and friendly environment for children to enjoy. They promote children's independence well, for example, offering frequent opportunities for children to be involved in decision making. Children are encouraged to make suggestions about their learning and these are taken into account by staff when planning future activities. The promotion of independence is also in evident through the recently set up children's committee, which helps staff to run and manage the day-to-day operation of the club. The committee always includes at least one Early Years Foundation Stage child. Close attention to fire and evacuation drills helps to assure children's feelings of safety and well-being.

Children thoroughly enjoy breakfast and afternoon snacks, which are based on a balanced, healthy diet and offer a wide choice; for example, breakfast includes scrambled eggs, omelette, porridge, cereal and toast and typical snacks are sandwiches, pasta, jacket potato, toasties, hot dogs, pizza, fruit and cheese and crackers. Effective use is made of snack times to encourage the development of good manners and to promote speaking and listening skills. Children are aware of

the importance of healthy exercise, and a number of pedometers have recently been introduced so that children can measure their daily travel distances, inside and outside the club. This has proved to be very popular so the leadership has also introduced a simple monitoring and recording system so that all children are able to make regular distance comparisons with their friends. This also supports the development of children's mathematical skills.

Children enjoy a wide range of games and activities in and around the club, and they are well supported by the dedicated staff. Outside, some children play football while others develop their coordination skills by throwing and catching a rugby ball. Skipping ropes and hoops are used by some children and this helps to engage them in physical exercise. Inside the club, some children play interactive games on the computer, which has a lower case keyboard specially designed for young children. A few sit at the 'cut and paste' table and are well supported by staff who offer praise and encouragement. Occasional projects, such as the drawing and colouring of national flags linked to the World Cup in South Africa, support children's knowledge and understanding of the world. A gardening club operates on a regular basis and includes many early years children who are eager to help their older friends to grow potatoes, courgettes and sunflowers.

Children demonstrate positive attitudes and behaviour and this reflects the consistent encouragement and support provided by staff. All children are treated as unique individuals who are valued and respected in this inclusive setting. Very good displays, featuring child-produced Indian Mendhi hand markings, help to promote children's understanding of cultural differences. This developing knowledge is further enhanced by occasional food tasting from countries such as China, France, India and Italy. As a result of the dedication of staff and the wide range of support they provide, children make good progress in developing skills useful for their future learning.

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