

The Fielders Out of Hours Club

Inspection report for early years provision

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Inspector Edgar Hastings

Setting address Field Lane, Stourbridge, West Midlands, DY8 2JQ

Telephone number 07941 664 855

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

The Fielders Out of Hours Club opened in 2001 and is situated in a classroom and the library area of Oldswinford Church of England Primary School, near Stourbridge. The group provides places for children who attend the school. The accommodation is accessible to adults and children who may have disabilities.

A maximum of 32 children may attend the group at any one time aged from four to eight years. It is the admission policy of the group to provide places for children up to the age of 11 years. The group is open each weekday from 07.45am to 08.45am and 03.30pm to 06.00pm during school term-times. All children share access to a secure enclosed outdoor play area. The group is on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register.

There are currently 90 children aged from four to eight years on roll, of whom 13 are aged under five. Currently there are no children attending with special educational needs and/or disabilities, or children who speak English as an additional language.

The group employs seven staff, five of whom, including the two job share managers, hold appropriate early years qualifications. The setting has close links with the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this inclusive after school club because they are provided with a good range of enjoyable experiences and activities that enable them to make good progress in their overall development. It meets the needs of the early years children well because careful planning ensures appropriate provision is made for them and enables them to participate fully. The leaders ensure all groups of children are able to engage fully in the programme of events, and are keen to cater for any specific needs and interests the children may have. There are good links with parents, who are kept well-informed about their children's welfare and development, and their views are sought on meeting children's needs and interests further. The setting demonstrates that it has good capacity to maintain 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 process of self-evaluation in order to identify the setting's strengths and areas that require further development
- put in place procedures to assess the progress of children in the Early Years

Foundation Stage in order to identify their next steps in learning.

The effectiveness of leadership and management of the early years provision

The leadership and management of The Fielders Out of Hours Club is good because there is a shared desire amongst the staff to constantly improve the experiences they provide for their children. They currently provide a good range of activities throughout the year and regularly talk to the children about what they would like to see included. Parents speak highly of the provision made for their children and are also consulted about ideas for improving the quality of experiences for them. Planning is carefully evaluated to gauge the effectiveness of activities and to ensure that it is meeting all the children's needs well. However, the evaluation of the provision is not yet fully developed in order to identify those areas that may require further improvement. The recommendation made at the previous inspection has been addressed and parents are now fully aware of the complaints procedure because all the policies and procedures of the club are made readily available for inspection on a daily basis. The leaders are experienced, two were founding members, and are ambitious to deliver good quality provision for the children. There is a desire to expand the size of the club because of the increased demand for places, but the setting is restricted by the size of the accommodation. They are keen to involve children in the forest school facility and one member of staff is currently undertaking training in order to lead this activity. The setting is well-resourced and equipped to support children's development across all areas of learning. Effective use is made of the school's good quality outdoor areas where children can play actively, either by engaging in a variety of sporting activities or through imaginative and creative play. The good links with the local college enable sports coaches to provide their services regularly during the summer term, something that the children benefit from through the development of skills and of the experience of new sports.

The leaders have put in place good procedures to ensure children's safety at all times. Doors and gates are locked and access is closely monitored by staff. Children's parents or carers are required to sign in or out appropriately, and staff are vigilant about handing children over to known parents at the end of each session. Daily risk assessments are carried prior to the start of each session to ensure there are no hazards injurious to children, either indoors or in the outside areas. All staff are trained in child protection procedures, first aid, and food hygiene, and there are strict procedures in place for the vetting of new employees before offers of employment are made, so as to ensure only the most suitable persons are appointed to work with children.

The club ensures children develop a positive view of the diversity of world cultures effectively through the acknowledgement of major festivals, the provision of supporting knowledge and understanding to what is learned at school, and through developing a range of appropriate activities related to, for example, the Chinese New Year, Diwali, Halloween, Easter and Christmas. An in depth study of North American Indians has provided children with an insight into their lifestyle, and has been the focus for some good quality modelling and creative work that has

captured the children's interest and imagination. Planned activities cater flexibly to meet the particular needs of both girls and boys. Parents are very positive about the quality of the club, and are very reassured by the procedures for keeping children safe. They say enjoyment is the key to their children continuing to attend, and the staff know each child individually and have developed very positive relationships with them. One parent commented, 'my child is very disappointed if she can't attend for any reason, or if I have to collect her earlier than usual'. The club keeps parents informed about the work and activities of the club through newsletters, and at face to face meetings. Policies and procedures are routinely available for parents to inspect to increase their awareness of the routines and organisation.

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

Children are very familiar with the club's routines and know what is expected of them upon their arrival. They enjoy the social experience of registration and snack time, when they can sit and relax by chatting with their friends, and unwind after their day in school. A warm greeting from staff who know them well is evidence of strong relationships built up over time. The under five years children are escorted safely from their class and are familiar with the hygiene rules for snack time. They enjoy being in the setting and display an element of self-confidence, and say they feel safe because of the good security arrangements and the high standard of care they receive. Most children say they enjoy attending the club because of the good range of activities provided for them, including a variety of sports and creative activities. 'It's a fun place to be because you can meet up with your friends after school, and there's nothing bad about it!' is a typical comment from a child at the setting.

The indoor learning environment reflects some of the creative activities children have experienced and has encouraged the development of not only their creativity but their fine motor skills too. They have a good level of skill in cutting and sticking and produce some small figures made of cork and felt shapes. Some very effective painting applied to clear plastic containers also demonstrates a high level of developing skills, and the painted banner at the setting reflects the good range of experiences the children have enjoyed and been involved in. The North American Indian project enables children to use their ingenuity in collecting suitable materials to build the reservation using twigs and chamois leather off cuts to construct tepees. This has evoked an interest in building structures and the children are developing plans to construct full size tepees and dens in the outdoor area. On the day of inspection the weather was hot and sunny and all children opted to play outdoors, where many of them engaged very enthusiastically in a range of sporting and active pursuits. One group formed two small teams and organised themselves in to a football match. They join in enthusiastically and demonstrate some good ball control and dribbling. Hand-eye coordination is developing quite effectively, as shown when an adult involves children in a game of badminton. Some of the girls enjoy skipping and demonstrate how their ability to coordinate with a turning rope is building well and it is clear that they enjoy sharing the activity with their friends and adults, who join in with them to help

children develop their skills and to make the activity fun and enjoyable. Staff take on the role of children's play partners effectively and enable them to take the lead in initiating where the activity will go next through sensitive suggestions and discussion of ideas.

Staff work and plan carefully together as a team, to ensure children are engaged in activities that will interest them. A good variety of experiences are provided and plans cover all six areas of learning and are regularly evaluated for effectiveness. However, observations and assessments of individual children's progress are not yet being carried out in order to plan the next steps in their learning. Children's welfare needs are met well through a good range of policies and procedures, and staff are vigilant during sessions and take good care of children's needs. Because the staff know the children so well they are aware of their individual needs and this adds to the children's feelings of security. Drinks are available throughout the session. Children have developed strong relationships with the staff, and with each other. Behaviour is very good and children show good cooperation with one another when playing together. They respond positively to staff and are helpful in putting equipment away. Children are exhibiting some levels of independence by making their own choices of activity, are learning to share and participate well with others. Their personal and social skills are developing well. Safety is given a high priority, and children are familiar with the safety rules of the club. Talks on road safety and stranger danger support their security awareness. Leaders place a great importance on the development of a healthy lifestyle and children understand the importance of a balanced and healthy diet, which is promoted well through their snack time. They enjoy an active time at the sessions because of the provision of a programme of regular exercise and participation in sports. Good hygiene procedures are in place and are followed well by the children as part of their daily routine.

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	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

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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