

The Base Out of School Club

Inspection report for early years provision

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Inspector Carol-Anne Shaw

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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

The Base Out of School Club registered in 2010. It is managed by a voluntary committee. It is situated in East Ayton Primary School in the village of East Ayton. The group has use of the main hall, with access to cloakrooms and the kitchen, plus use of the extended school grounds.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered for a maximum of 26 children under eight years at any one time. No children aged under three years may attend. There are currently 26 children on roll ranging from four years to 11 years. The provision is open Monday to Friday, 3.10pm to 6pm term time only.

There are four members of staff who work directly with the children. Most staff have a relevant early years qualification and the manager has a degree. There is a volunteer who supports the staff team with coaching and games.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the quality of this safe and welcoming provision is good. The staff team know the children well and take positive steps to ensure that their individual needs are met and that all children are able to participate in the activities. Children's welfare is effectively promoted. They benefit from the good partnerships developed with parents. The staff informally evaluate the provision to help them improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- complete a self-evaluation that provides an appraisal of effectiveness in the different areas to secure further improvements.

The effectiveness of leadership and management of the early years provision

Clear and effective policies and procedures are followed to support children's ongoing safety and welfare. These are shared with parents to inform them of how the provision is managed and to promote consistency. Arrangements for safeguarding are robust, with effective procedures in place for identifying any child at risk of harm. The staff team has a sound understanding of safeguarding issues and new staff attend training to help support them in their role of safeguarding children. Staff liaise with other professionals to ensure children's welfare is supported. Comprehensive risk assessments are completed for the premises to

effectively identify and minimise possible risks and help keep children safe.

The staff work together well to provide a relaxing leisure environment where children are able to freely move around to follow their own interests. There are good staff to child ratios to allow children to freely access the outdoors. The children are fully involved in the provision and their views are valued. The manager and staff use the children's comments to reflect how outcomes for children can be improved. The committee effectively supports the staff team to promote and develop activities that interest the children. The provision ensures that all children are included and equality and diversity is recognised.

Good partnerships are developed with parents and carers. Informal discussions at the end of each day help to ensure information about children's individual needs is regularly shared. The staff are proactive in communicating with the teaching staff at the school, liaising to promote continuity of care and development. On occasions, individual meetings have been arranged with the school to ensure that sensitive information is shared to effectively support children's care and well-being. Parents receive clear information, registration forms and details about the ethos and management of the club, which ensures they are kept well informed about the service the provision provides.

The manager has a very positive attitude to the ongoing improvement of the provision and systems of self-evaluation are in the process of being formalised. The staff informally review the provision and are continuing to progress and develop the activities for the children. They do not systematically complete a self-evaluation that is fully effective. This is one of the aims the provision has for the future. The whole staff and management team have a good commitment to bringing about sustainable improvements.

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

The children are happy and settled in the relaxed environment of the provision, enjoying their time after school. They are confident and relate well to staff and their peers, with older children showing an understanding of younger children. All children are included, with any additional needs supported by staff liaising closely with parents and other professionals to ensure children's individual needs are met. Children are busy; they enjoy a variety of interesting play opportunities which allow them to follow their own interests. For example, a group of children are interested in bugs and beetles so they have created a habitat to encourage insects, searching out insects and bugs to observe. Children have good opportunities to take part in a wide range of outdoor physical play activities at the club, playing favourite games.

There is a good range of exciting play opportunities, including a variety of creative activities, such as painting, collage making and drawing. Children are encouraged to initiate their own ideas in creative activities. A wide range of resources support their creativity. Children freely make choices from the wide selection of resources that are well organised to fully promote their independence. The children are

proud to show the potatoes, herbs and strawberries they are growing and they are waiting for the time to come when they can harvest them and do some tasting. There are effective systems for recording observations of the early years children's progress. A key person who is present on a daily basis has responsibility for supporting the younger children and helps to further develop children's skills. Activities are flexible and adapted to link with individual children's interests, leisure activities and topical issues relating to the world. The World Cup is being effectively used to look at different flags and try different foods from the participating teams. Children learn about other cultures and to respect differences through activities and discussions.

The children's behaviour is very good; they share, take turns and learn to have consideration for others through ongoing discussion and topics covered. For example, a discussion about behaviour involved children making the behaviour rules, which are displayed as reminders to be kind to others. Children learn how to keep themselves safe as staff talk to them about hazards, encouraging children to adopt safe and responsible play. Effective routines are followed to help children learn about healthy lifestyles and minimise the risk of cross-infection. Children benefit from the provision of healthy fresh fruit snacks and drinks to ensure effective hydration when playing games. They have many opportunities to play outdoors in the fresh air, ensuring they wear sun hats and apply sun lotion to keep themselves safe in the sun.

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