

St John's Out of School Club

Inspection report for early years provision

Unique reference number

EY242227

Inspection date

06/07/2010

Inspector

Tony Anderson

Setting address

St John's Primary School, Godley Lane, Rishworth, Sowerby
Bridge, HX6 4QR

Telephone number

07784881184

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

St John's Out-of-School Club opened in 1993 and is run by a voluntary committee. It operates from a portacabin in the grounds of St John's Church of England Primary School in the Rishworth area of Halifax, West Yorkshire. Children have access to a large playroom and secure external play areas including the school playground and field. The club is open Monday to Friday from 8am to 9am and from 3pm to 6pm, during term time only. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged under eight years may attend the club at any one time, all of whom may be in the early years age range. The club currently takes children from three years of age and also offers care to children aged eight to 11 years. There are currently 63 children on roll, of whom 30 are under eight years. Of these, six are within the early years age range. The club has procedures in place to support children with special educational needs and/or disabilities. There are five members of staff, two of whom hold a relevant early years qualification, one to level 4 and one to level 2. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good care and welfare systems and procedures including safeguarding, help to support children's safety. Observations and assessments of young children in this inclusive club are used well to support their learning and development. Partnership arrangements with parents are good and very positive use is made of the close links with the host school and carers to support children's progress. Management are developing an effective system of self-evaluation and the club's capacity for further improvement is good.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- produce an action plan showing how you will ensure the required number of adults looking after children have the appropriate qualifications, training, skills and knowledge, with regard to half of all other staff having as a minimum, a full and relevant level 2 qualification in addition to the manager having a full level 3 qualification. (Suitable people).
- 31/07/2010

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

- extend the use and effectiveness of self-evaluation systems and procedures

in order to ensure that key areas for improvement are clearly identified and that action taken results in further progress towards continuous improvement.

The effectiveness of leadership and management of the early years provision

Clear policies and procedures are fully implemented by staff in order to ensure children are safeguarded from harm and neglect. Staff have a good knowledge of their role in child protection and of what action they are required to take if they have any concerns. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability. However, staff qualifications, as defined by the Children's Workforce Council, do not currently meet the requirements of the Early Years Foundation Stage. The manager is aware of this and is working to promptly develop this aspect of the provision. The dedicated staff work closely with all children and ensure equality of opportunity in this inclusive club. Equality and diversity are at the heart of the club's provision and children learn to share and show respect for their friends and staff. The use and deployment of learning resources is good and children enjoy regular access to outside play areas. Frequent observations of children learning through a range of play based activities are shared with other early years professionals and the host school's reception teacher, which ensures continuity of care and learning. The information collected is used effectively to plan children's next steps of development and progress.

Parents and carers say that they are very happy with the day-to-day management of the provision and the positive effect it has on their children's development. They have regular and informative discussions with their child's key worker and are encouraged to make suggestions for improvement. The relationships with external agencies are very good. The club's manager also works in the reception class of the host school and this very close link is utilised well to support young children's progress. For example, a colourful and very detailed picture of a pirate ship was started at the club and was later completed in the reception class during the school day. The club's systems of self-evaluation are good overall but are not always sufficiently focused on the key areas for improvement.

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

Children enjoy their visits to the club which offers a warm and colourful environment for play based activities that support their learning. Children's achievements are high due to well planned activity sessions in which they are encouraged to make choices. They have easy access to a wide range of toys and games which offer many opportunities to initiate fun and amusement. Children laugh as they share a joke with their friends and they demonstrate positive attitudes and behaviour to staff and visitors.

All children have learning journey files which show good progress over time in

language and communication when compared to detailed notes made when children first joined the club. Children's files include much photographic evidence of progress and notes linked to activities and individual areas of learning. Children behave well while relishing their afternoon snack of beans on toast and they show good relationships with other children and staff. They develop their independence by helping themselves to drinks and they learn about healthy choices from posters on the club's walls. They are encouraged to enhance their social skills through polite conversation and they know when to say please and thank you. They love to play outside in a dual game of football and rounders, invented by the manager, in which all children join in one game together. This provides very good opportunities to develop team-work skills in addition to physical exercise and mathematical development by keeping the score. Additionally, young children are very well supported by their older friends. Children's smiling faces are testament to the success of this provision and of their enjoyment. They also enjoy playing with a wide range of external and well deployed resources and games, which extend their creative and physical skills such as skipping, catching, drawing and cricket.

Children are aware of the club's rules and boundaries and they are quick to follow instructions from the well managed and effective staff. Children show a developing understanding of personal hygiene as they are encouraged to wash their hands before eating or after visiting the toilet. Children enjoy and are effectively supported to take turns in carrying out risk assessments of the site and equipment under close adult supervision. This helps to support their overall safety and well-being. All children, including those with special educational needs and/or disabilities, are treated as individuals and are encouraged to make choices. Staff use frequent praise to support and encourage their efforts and children make good progress towards their learning of skills for the future.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in Early Years Section of the report (CR4 Qualifications and training) 31/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- Take action as specified in Early Years Section of the report (CR4 Qualifications and training) 31/07/2010