

Schools Out Club

Inspection report for early years provision

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Inspector Gillian Walley

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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*.

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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

Schools Out Club Pondhu is a privately owned out of school provision. It opened in 2002 and operates from the school hall and classroom in Pondhu Primary School. It is situated in the town of St Austell, Cornwall. A maximum of 50 children may attend the out of school club at any one time. The club is open five days a week from 7.30am until 9.00am and from 3.00pm until 6.15pm during term times and from 7.30am until 6.15pm on Saturdays, all year round, including school holidays. Children have access to a secure enclosed play area. There are currently 200 children, aged from four to 13 years on roll, of whom seven are in the early years age range. Children from eight local schools attend the club. The club currently supports a number of children with special educational needs and children who are learning English as an additional language. The club employs 12 members of staff, nine of whom hold appropriate early years or play work qualifications. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club has links with the adjoining primary school and all the schools which the children attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Schools Out Club is inclusive and able to meet the needs of all children including those who have special educational needs and/or disabilities and those who speak English as an additional language. Overall, there are good safety measures in place to ensure that children are well protected. The managers identify aspects which can be improved by evaluating the provision with their team of staff and then implementing changes. As a result the club has a good capacity to improve and the children make good progress.

What steps need to be taken to improve provision further?

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

- develop further children's understanding of how to evacuate the building in an emergency by carrying out fire drills more regularly.

The effectiveness of leadership and management of the early years provision

The managers and staff team are very experienced and ambitious in promoting the quality of the setting. They evaluate the provision to identify what they can change to improve outcomes for the children. For example, they have recently introduced a new system for recording the progress the children make in different areas of their learning. The club has good procedures for keeping children safe. For example, all staff are vetted, and they have been trained in safeguarding. Visitors sign in and when the children are playing outdoors they are well supervised. If a

child has an accident or needs medication the staff complete records which are signed by parents at collection time, so that they are always fully informed. All staff have first aid qualifications and they deal sensitively with children's allergies. The managers make daily checks of the premises before the start of each session to identify any hazard which could result in an accident. The children know what to do in an emergency, although they do not practise fire drills frequently enough. A password system is used if parents need to ask another adult, whom the staff may not know, to collect a child. All staff understand how to keep children safe and follow correct procedures, for example, when transporting them to and from their schools.

The club has improved since its last inspection. For example, the children have more activities to choose from and more toys to play with, so that they can develop a wider range of skills. Staff records are more detailed and the procedures for handling the children's food are more hygienic. All policies and procedures are reviewed regularly, although they do not show the dates when this takes place. The managers and staff work well with parents. They talk informally to them about their children and the progress they are making at the end of sessions. They ask parents' permission, for example, for their children to take part in visits and to have sun cream applied. Parents can express their views about the activities which are available and how the club is run through regular surveys. They are very happy with how the club is managed and the activities provided for their children. They feel that their children are safe and well cared for. Parents have a notice board where they can find information about the club's policies and procedures. The managers work particularly closely with parents whose children need additional support, and with the schools the children attend. For example, when the staff collect the children from their teachers they talk to them about the children's day in school. This helps the staff to know the needs of all children well, and it also helps the teachers to pass on information to parents they do not see at the end of the school day. Many of the staff also work in the schools during the day. This provides good continuity for the children and helps develop good levels of partnership with the main school.

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

Older and younger children, and children from different schools, play extremely well together so that the younger children are encouraged to develop their skills and confidence. They share and take turns, and they concentrate well on tasks such as construction activities. There is a wide range of toys for the children to choose from indoors such as playing with dolls, cars, animals and board games. They enjoy reading books, playing musical instruments and solving puzzles. They develop good creative skills, for example, when using scissors for craft work, sketching and drawing. Outdoors the children make good progress in their physical development, using bats and balls, and they can also ride scooters confidently. They can play on two playgrounds and the school field. They learn about the environment through visits in the locality, for example, to the animal sanctuary and the zoo. The children can do their homework if they wish to. The adults use very

positive language to encourage and challenge the children and are very concerned about their well-being. The children behave very well and they have agreed their own rules which help them to make the right choices. They feel safe and relaxed because the staff take very good care of them.

The children learn about a healthy lifestyle as they eat fruit at snack time. They understand the importance of taking exercise and how to avoid infection. For example, they know when and why they need to wash their hands. The children learn to take responsibility by helping to set up and clear away the toys they play with, and when clearing the tables after tea time. They learn about different cultures and customs because they talk about celebrations and help to make books of their own pictures. At Chinese New Year they make lanterns and dragons, and they have opportunities to taste a wide range of foods from various parts of the world. The children learn about road safety when they play with model cars and a road mat. They play with toys from different cultures which give them a good understanding of diversity. During the holiday play scheme the children enjoy many new experiences including visits to places of interest in the area and visitors such as a clown who talks to them about circus skills.

The staff know the children well and ensure that they make good progress in all areas of their learning by providing a wide range of activities for them to choose from. They invite children to make a pre-visit and then watch them particularly closely when they first start coming to the club, so that they know what the children most enjoy doing. Children who are at the early stages of speaking English make good progress because the staff help them especially well, for example, by using pictures of the activities they might choose. The hall is bright and spacious and the children enjoy spending time with their friends. There is room for energetic play and indoor team games when the children cannot go outside.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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