

# Barton Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY412143

**Inspection date**

15/11/2010

**Inspector**

Jackie Phillips

**Setting address**

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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**

Barton Out of School Club registered in 2010. The committee-run club had formerly operated from another site since 2001. The group is based within The Hub, a recently refurbished community building, centrally located in Barton, North Lincolnshire. A maximum of 26 children under eight years may attend the club at any one time, none of whom may be under the age of three years. There are currently 82 children on roll aged from four to 14 years, of whom eight are in the early years age range.

The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open each weekday from 7.30am until 9am and from 3.30pm until 6pm during term time and from 7.30am until 6pm in the holidays.

The club has the use of one main playroom with access to an information and communication technology suite and a sports hall. There is a kitchen, staff room/office and toilet facilities and an enclosed outdoor play area. The club has achieved the Steps to Quality Levels 1 and 2. Children attend from four local primary schools in the local community and surrounding areas. The club employs six members of staff, including the manager. The majority of staff hold recognised childcare qualifications. One volunteer regularly attends the sessions and is working towards obtaining a childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Overall, the setting is meeting the needs of children in the Early Years Foundation Stage sufficiently well. Children are respected as individuals and are well supported to develop skills in confidence and independence. They are safe, enjoy their time at the setting and engage in activities that support learning and well-being. Most routines and procedures support the effective and efficient organisation of the setting. Partnership working is under development, mostly based on satisfactory information sharing. There is a positive commitment and drive to secure further improvement to the provision.

## **What steps need to be taken to improve provision further?**

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

- consider more effective hand washing routines, particularly before children eat
- review procedures to keep parents more effectively informed
- develop partnerships with other providers to ensure activities are complementary and promote continuity and progression for children.

## **The effectiveness of leadership and management of the early years provision**

Children are safe at the setting, particularly through effective adult supervision and interaction. The building is secure and regular risk assessments are carried out to make sure it is free from hazards and help keep children protected. Children are introduced to the routine of how to leave the setting quickly in an emergency. They are made aware of road safety rules when they are walking to and from local schools and wear high visibility tabards as a good safety precaution. This helps them develop an awareness of personal safety issues. There are a number of written procedures in place to safeguard children. For example, records of attendance are kept and incident records pertinent to events that have taken place during the school day. Checks are carried out on all staff, volunteers and adults associated with other groups that use the communal building. This ensures there are no reasons why they should not be employed to work with children or have close contact. Staff receive training in first aid and safeguarding to ensure they are aware of their responsibilities of how to respond to a child's specific and immediate needs.

Adults engage children in a range of interesting activities, some of which are planned in advance. Some activities are adult-led and are based on a topic or theme. In the main, children are encouraged to choose the resources themselves from those stored at low level in the playroom. The setting, having only just recently been made available to the group, is warm and welcoming. It is organised in such a way as to enable children to develop confidence and a sense of belonging. For instance, they are familiar with the routine of having a light tea on arrival at the setting from school, helping themselves to a drink and something to eat. Information from observation and assessment is sufficiently well used by adults to provide activities that interest and engage children and help them relax after school. Activities are made available to all children and there is a common purpose towards showing respect for each other and developing trusting relationships.

Partnership working does not yet make a strong contribution to ensure activities are complementary and promote continuity and progression for children. Parents can have access to records of their child's progress. An interesting booklet about the provision is provided, but there are not yet strong systems established to keep parents very well informed of, for example, operational and organisational issues. The manager has a positive approach and good attitude to further improve her provision. She has tackled obstacles very well during the transition period from the former site to the new premises in a relatively short period of time. Ideas for future self-evaluation exercises are appropriate to identify from stakeholders an accurate diagnosis of the strengths and weaknesses of the provision to secure further improvement.

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

Children benefit from their time at the setting. They move freely around the interesting playroom and have access to an outdoor area or sports hall where they get involved in a variety of physical activities. They are familiar with the layout of the provision and know where to hang their coats and find resources they wish to use. Relationships between the different age groups of children and adults are warm and caring. Effective strategies are used to help all children understand and respect the needs of others. For example, through sharing, taking turns, behaving well and helping each other. Events are planned to involve children as a group. For example, taking part in creating an attractive wall display or having fun at a recent Halloween party.

Activities available enable children to engage in a varied range of play experiences and opportunities across all areas of learning. For example, they can construct, be creative and develop use of their imaginations. Resources are provided for children to be curious and investigate natural materials. Plans are in place to further enhance children's understanding of information and communication technology. A designated suite is available, although computers are not yet accessible. A good variety of games and puzzles support problem-solving skills. Books are available, although at the time of the inspection the choice was minimal to effectively contribute towards children's development of language and literacy.

Aspects of a healthy lifestyle are introduced to children in various ways. They are encouraged to get involved in serving themselves to food and drink with snacks being nourishing for children. The opportunity to engage in physical exercise is provided by accessing outside play or events organised in the sports hall. During the inspection many children of all ages participated in an exciting game of indoor hockey. Children are helped to understand about personal care procedures, such as hand washing before eating. However, current systems are not helpful to assist children to learn good hygiene practices to prevent potential cross-infection.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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