

S4YC-OUT OF SCHOOL CLUB

Inspection report for early years provision

Unique reference number	EY409751
Inspection date	02/12/2010
Inspector	Gillian Sutherland

Setting address	Whitby Heath Primary School, Wyedale, Whitby, ELLESMERE PORT, CH65 6RJ
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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

S4YC Out of School Club was registered in 2010 and operates from designated rooms and areas in Whitby Heath Primary School. Children have access to enclosed outdoor play areas. The club is situated in a residential area in Whitby, Ellesmere Port and serves those children attending Whitby Heath school. It is open each weekday from 7.45 am to 9am and 3.00pm to 6.00pm during school term time, and from 8.00am to 6.00pm during school holidays.

A maximum of 48 children may attend the club at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in a very warm and welcoming environment where dedicated staff have a good understanding of how to keep them safe and secure. Staff have developed successful relationships with parents and the teaching staff to ensure the individual learning needs of each child are met. The management team of this setting have also begun to evaluate how good the service is that they provide and they recognise this is an ongoing process which is used to monitor and reflect on their strengths and where necessary identify any weaknesses.

What steps need to be taken to improve provision further?

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

- increase children's opportunities to develop positive attitudes to diversity with respect to different cultures and disability
- develop further the working in partnership with parents by sharing with them information about the range of foods offered to the children at breakfast and snack time.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as all staff have a good understanding of child protection issues and rigorous policies and procedures protect children from unchecked individuals. All visitors to the setting are required to produce relevant identity to the school and then to the out of school club and their visits are detailed in the visitor's book. Children learn to be conscious of safety issues whilst still enjoying challenging activities. For example, they are asked to be careful when moving around inside in case they knock into something or somebody. Outdoors they access a very wide and varied range of activities and resources and again are gently reminded when riding their bikes or scooters around the yard that they do

not collide with another child or member of staff.

All staff are qualified and have experience of planning to meet the individual needs of children after they have been in school all day. A wide choice of resources is also made available. They ensure there is a balance of adult-led and child-initiated activities on offer. Children learn about the needs of others although there was little evidence of the different festivals celebrated or how issues relating to disability are reflected in their activity programme.

Children participate in good hygiene procedures and are encouraged to wash their hands at appropriate times throughout the session. A bottle of hand sanitizer is easily accessible to them at all times. The setting offers a range of nutritious snacks and all staff are aware of any individual dietary needs the children may have so that suitable alternatives are always offered. However, parents are not always made aware of the snacks their child has had or been offered.

The management team of this setting have begun to identify some of their strengths and also recognise where there are gaps in their provision. For example, they are in the process of ensuring that all staff working in their out of school club undertake paediatric first aid and food hygiene at no personal cost to the staff member. All staff act as very good role models for the children, speaking courteously to them at all times and ensuring that, when required, they make time available to listen to the children. The staff have developed an effective partnership with the teaching staff and a communication book is used to record any messages that need to be passed on from the teacher to the parent or from the parent to the teacher. Parents provide very positive feedback about the out of school club and the support they receive from the dedicated staff and the management team.

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

Children thoroughly enjoy their time at the out of school club where they mix freely with their peers and older children and take part in a well-balanced programme of activities. They excitedly enter the club and are eager to participate in one or more of the activities on offer. Children can freely choose whether to participate in an organised sport activity or work within a small group, for example, using the building blocks together or playing one of the many board games or accessing the varied range of creative activities that are available. Staff have a good understanding of the Early Years Foundation Stage Framework which they use to ensure that the available resources and planned activities cover the six areas of learning. The management team and staff recognise the importance of play and ensure that at each session there is a balance of child-initiated and adult-led activities. Children engage in conversation with each other and members of staff about what they are doing. For example, children like to use the role play area and have great fun dressing up as different characters using the costumes available.

Children's counting and calculating skill are well promoted throughout each

session. At registration time they quickly get into two groups and at each session one child from each side is chosen to go and count how many girls and how many boys are present. The children are then asked to work out the difference in the number of girls and boys present. They also have opportunities to recognise numbers as they do at each session morning and afternoon as again a child is chosen to come and look for the correct number to open on the advent calendar windows. Children enjoy fresh air and exercise and staff offer lots of different sporting activities. They have the spacious school grounds which they use to ride their bikes and scooters in or use the skipping ropes or hoops. Team games are always on offer including running and football and staff explain to the children how they are putting together the dome tents. Organised trips to the local woods and parks give children the opportunity to collect leaves and twigs which they will then use back at the club to create a seasonal collage picture. Children learn about recycling and they know there are different bins which are used for this purpose. Empty cardboard boxes and containers are used when junk modelling sessions are offered.

Children are confident and settled in the out of school setting. They have recently introduced a club council and select one of the older children to be the club boy and also club girl and they, along with members of staff, help new children to settle in and become aware of the routine. The provision does have written club rules and these can be amended at any time and children are involved in devising and amending these rules. Communication between staff and children is very good. For parents, notice boards, ongoing dialogue, newsletters and the use of a suggestion box keep them informed of the children's activities, interests and achievements.

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	3
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