

House Martins Out of School and Holiday Club

Inspection report for early years provision

Unique reference number

EY414118

Inspection date

06/01/2011

Inspector

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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.

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

House Martins Out of School and Holiday Club is privately owned and managed. It was registered in 2010 and operates from a self-contained building in the grounds of Malton Primary School in Malton, North Yorkshire. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The club is open Monday to Friday from 8am to 8.50am and from 3.30pm to 6pm term time only. During school holidays the club is open Monday to Friday from 8am to 6pm. There are currently 22 children on roll. Of these ten are under eight years and of these five are within the Early Years age range. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are five members of staff who work directly with the children. Of these, three hold a qualification at level 3 in early years and one holds a relevant qualification at level 2. The club is working towards the Steps to Quality level 1 quality assurance award and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending the club, benefiting from the relaxed and welcoming environment where they can make friends and take part in a range of activities. Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. The provider has established contact with other settings although this does not yet cover information relating to children's learning and development. While the club shows satisfactory capacity to improve, overall planning for improvement, including processes of self-evaluation, are not yet fully developed. As a result, some of the records required for the safe and efficient management of the provision are incomplete.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 20/01/2011
- ensure all records are easily accessible and available for inspection by Ofsted, including the name, home address and telephone number of all persons employed on the premises and records of the information used to make decisions of staff suitability. 20/01/2011

(Documentation)

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

- strengthen the two-way flow of information with parents and other providers in order to ensure the activities provided complement the education and care children receive in other settings
- improve the systems for self-evaluation in order to effectively identify the club's strengths and priorities for development that will improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of the club's procedures for safeguarding children, which helps to protect children from harm and neglect. Most of the records, policies and procedures required for the safe and efficient management of the club, and to meet the needs of the children, are in place. Staff members are appropriately qualified. There is a clear recruitment policy in place, which ensures all staff are vetted for their suitability and undergo a sound induction process. However, at the time of inspection, some records of the information used to assess staff suitability, such as references, interviews and full employment history were unavailable. In addition, the provider was unable to produce a record of the name, home address and telephone number of all persons employed on the premises. These are both requirements of the Statutory Framework for the Early Years Foundation Stage. Children use an appropriate range of toys and equipment, which are safe and suitable. Staff conduct daily safety checks at the beginning and end of the session to ensure that the environment is suitable. However, the provider does not maintain a record of the risk assessment clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident. This breaches a requirement of the Statutory Framework for the Early Years Foundation Stage.

All children are included, consulted about their views and contribute ideas for making activities more interesting. Discussions with staff indicate that a variety of cultures and traditions are acknowledged in order to develop positive attitudes to equality and diversity. Resources, including staff and the available accommodation are deployed appropriately. Staff form close relationships with parents and carers and provide suitable information about the club. Parents and carers say they feel welcome in this 'friendly' club. Staff exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. However, the two-way flow of information about children's individual care and learning needs with parents and staff at other early years settings children attend are less well developed. This affects the staff's ability to ensure their provision complements the care and education children receive elsewhere, particularly for children with special educational needs and/or disabilities. Staff are committed to improving the provision and continually evaluate their practice through regular meetings and discussions. As a result, much has

been achieved in the short time the club has been open. However, although systems for self-evaluation are in place, they are not yet used effectively to identify the club's strengths and priorities for development that will improve the quality of provision for children.

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

Children are happy, settled and clearly enjoy their time at the club. Children are offered an appropriate balance of learning activities, which help them make satisfactory progress. There is a suitable range of play and learning resources with items available for the children to select for themselves. Regular observations and assessments ensure planning provides appropriate challenges for each child.

Children get on well together. For example, they share their toys and take turns when they play with the air hockey game or dress up and dance at the weekly disco sessions. There are many opportunities for children to develop their physical skills and increase their understanding of healthy lifestyles. They play with a variety of resources in the outdoor area and play interactive programmes on the games console. Children are able to choose from a variety of resources such as board games, art and craft work materials and construction kits. They enjoy using wool to make pom-poms. They make models from a range of junk materials and enjoy using salt dough to make foods for the toy shop. Children enjoy looking at books as they relax on a comfortable settee in the book area. They happily play in the puppet theatre, which provides opportunities to develop their speaking and listening skills. Counting skills are appropriately reinforced through number puzzles, board games and sorting activities. Children's understanding of the wider world is promoted well by finding out about other cultures and countries, such as India, when they tasted traditional foods and looked at spices.

Children have appropriate opportunities to learn about road safety and visits from the local police further enhance their understanding of keeping safe. Children know about the importance of washing their hands to keep them free from germs. They eat healthy and nutritious foods at the end of the day and have continuous access to a selection of fresh fruit and cool drinking water. Staff offer a busy and calm environment, and through their positive and gentle handling of the children, they provide good role models. Consequently, children are polite, kind and thoughtful towards each other.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 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 | 2 |
| The extent to which children make a positive contribution | 2 |
| 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:

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:

- ensure a record is maintained of the name, home address and telephone number of every person living or working on the premises (Records to be kept) 20/01/2011

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 the compulsory part of the Childcare Register section of the report. (Records to be kept) 20/01/2011