

Twilight Hours

Inspection report for early years provision

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EY409517

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Inspector

Tara Street

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

Twilight Hours is a privately owned and managed out of school club. It was registered in 2010 and operates from the school hall of All Saints Church of England Junior School in Matlock, Derbyshire. Children have access to a secure, enclosed outdoor play area. A maximum of 32 children aged under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 3.15pm to 6pm, term time only. Children attend for a variety of the sessions on offer. There are currently 49 children on roll. Of these, 24 are under eight years and of these four are within the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are six members of staff, including the owners, who work directly with the children. Of these, three hold an appropriate level 3 qualification in early years and one holds a level 2 qualification. The setting is a member of the Out of School Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in this welcoming and inclusive setting where their individual development needs are well met. They make good progress towards the early learning goals through a varied and interesting range of activities. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Close partnerships with parents, carers and others providing education for the children ensure relevant information is effectively shared. Management and staff work very well as a team and show a good commitment to and capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessments to cover anything with which a child may come into contact, such as the toilet area and toys
- provide additional opportunities for children to use information and communication technology and programmable toys to support their learning
- extend opportunities for children to develop their self-reliance and independence skills.

The effectiveness of leadership and management of the early years provision

Children's health and safety are promoted effectively because staff implement the relevant policies and procedures well. Security within the setting is robust and procedures for the employment and vetting of staff ensure only suitable adults work with the children. All staff understand their responsibility to safeguard children, and appropriate arrangements are in place to deal with any child protection concerns. Regular risk assessments ensure hazards are reduced and staff follow a clear site-security policy to ensure children can play safely and enjoy their time at the setting. However, the record of risk assessments does not cover everything with which a child may come into contact, with particular regard to the toilet area and toys, although staff do carry out visual checks regularly. Staff supervise children closely, while allowing them to learn about and deal with risks as they play.

Staff promote positive relationships with parents and carers and supply detailed information through regular discussions, newsletters and a parents' notice board. Parents and carers are encouraged to share what they know about their child when they first start, which helps staff to have a good knowledge of each child's background and needs. Staff liaise well with other professionals to support children whose care is shared and ensure that the environment and activities provided are fully inclusive. Children are central to the running of the whole facility and their opinions and interests are always valued and respected. Staff promote and support diversity well to help children understand the society they live in. The resources are good, fit for purpose and support children in their development.

Effective management systems and good team working ensure that the whole provision runs smoothly. Staff show enthusiasm for their work and show a genuine interest in what children do and say. Accurate self-evaluation, which includes staff, parents' and children's opinions, contributes significantly to the setting's realistic view of its practice and the development of sound plans for future improvement. Changes made to date have had a positive impact on the overall quality of the early years provision and on the outcomes for children.

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

Children are happy and settled because relationships with staff are warm and positive. The welcoming and well-equipped environment provides children with a range of interesting opportunities. As a result, they quickly become absorbed in their self-chosen activities. Planning is securely based on the children's interests and achievements and children make good progress in their learning and development. Children develop positive attitudes towards learning because they are able to choose and combine resources so that they follow their own interests and ideas. For example, children eagerly design and build models with construction materials and experiment with stencils and collage materials when making Christmas cards and decorating festive candle-holders. They enjoy regular

opportunities to experiment and explore as they make sun catchers, finger puppets, photograph frames and bird cakes. Whether children play alone or with an adult, they remain engrossed in what they do. Staff deploy themselves effectively to ensure that they are able to step in to support and extend children's learning when appropriate. Children are developing their independence through tasks such as choosing toys and equipment for themselves. However, some opportunities for children to develop their self-reliance and independence skills during snack routines are not consistently provided.

Children learn to express themselves because staff take opportunities to encourage them to talk about what they do. Many are confident enough to speak to the group, using the circle time Twilight Bear, or lead a game when completing a jigsaw puzzle of the world. Children enjoy playing outside and regularly participate in group games of rounders, football and basketball. They enjoy using small sports equipment to practise their throwing and catching skills. The children also develop an understanding of how to keep themselves healthy and safe as they wrap up warmly before going outside and learn to wash their hands before eating. They enjoy a variety of healthy meals and snacks, with considerable care being given to ensuring children's individual dietary needs are taken into account.

Children behave well because staff ensure they understand expectations for their behaviour and use clear praise and reward systems to let them know when they do well. Children work harmoniously with others and older children enjoy helping their younger friends. They experience suitable opportunities to access information and communication technology to support their learning, such as accessing a television and compact disc player. However, other opportunities for children to explore technology by using battery operated and programmable toys are limited. Staff are aware of this and are working to develop this aspect of the provision. Children's access to open-ended activities and resources, such as creative materials and construction toys, develops their imagination and ability to solve problems. Such skills prepare children well for their future learning.

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