

Hazles Before and After School Care Club

Inspection report for early years provision

Unique reference number	EY415234
Inspection date	15/12/2010
Inspector	Mary Wignall
Setting address	Hazlehurst Cp School, Geoffrey Street, Ramsbottom, BURY, Lancashire, BL0 9PQ
Telephone number	01706 822 002
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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).

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

Hazles Before and After School Care Club was registered in 2010, although was originally registered in 2000. It is run by Hazles Voluntary Management Committee. The club operates from Hazlehurst Community School in a residential area of Ramsbottom. The children have access to the computer suite, two classrooms and the main hall. They also have use of the school playground and playing fields. The club is accessed via the main reception of the school which has two small steps. The hall is situated on the first floor. Only children from Hazlehurst Community School may attend the provision.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children in the early years age range can attend at any one time. There are currently 70 children on roll. The club opens five days a week during school term time and also provides holiday care. Sessions are from 7.45am to 9am and from 3.30pm to 6pm during term time and from 8am to 5pm during the summer holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children's individual needs are met with warm relationships with staff and the appropriate sharing of information with parents. The staff have a sound knowledge of the children which they use to help settle them and plan appropriate activities for them to enjoy. Staff have a sound understanding of the Early Years Foundation Stage resulting in children's learning and progress being appropriately supported. Children's welfare is promoted in appropriate planning and organisation and close links with the school. Knowledge of the welfare requirements is sound, although not sufficient to ensure all legal requirements are met. The club has begun thinking about self-evaluation procedures. It has adequate links with the local authority to develop procedures to begin and to target areas for further improvement.

What steps need to be taken to improve provision further?

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

- improve record of risk assessment to ensure it covers anything a child may come into contact with especially when on route to rooms used by the club.

The effectiveness of leadership and management of the early years provision

Children are protected as the staff are vigilant in maintaining the club's security. They understand the signs and symptoms of abuse and supervise the children at all times. The designated person has had appropriate training to ensure local

safeguarding procedures are understood and implemented. Well-established links with the local authority ensure employment and recruitment procedures are followed, including completing Criminal Records Bureau checks. Records of such checks are held for the majority of the staff but not all. This means they cannot demonstrate the suitability of all staff. This is a breach of legal requirements and puts children at risk. Induction procedures ensures all staff have time to read and understand the club's policies and procedures resulting in a confident staff team who work well together to ensure the children's safety and enjoyment.

As all children attend the school close relationships mean relevant information about children's health are shared in agreement with parents. Most required information is obtained from parents, although not permission for the seeking of emergency medical treatment. This is a breach of legal requirements and does not fully protect the children's health in times of emergency. Good use is made of limited wall space to display children's work and relevant information. Parents receive a brochure of significant policies and a copy of the previous inspection report. This creates an open sharing of information and encourages parents' involvement.

The club has begun to think about self-evaluation. Many of the most recent changes to the club have prioritised safeguarding children. For instance, the security of the premises is continually assessed and improved. Risk assessments help keep the children safe. They are reviewed regularly and cover most things the children come into contact with. The staff explain how the children walk to the club from within the school following appropriate assessments and agreements with the parents. However, these procedures are not in the record of risk assessment to enable appropriate monitoring of children's safety.

The ongoing training programme shows the club's commitment to professional development. The most recent training demonstrates the club's commitment to the promotion of equality and diversity. For instance, they have received specialist training in administering medicines and on the autistic spectrum. This ensures each child's individual needs are met.

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

The staff plan a comfortable environment with a range of toys and games the children can choose from. They help children develop a sense of belonging. Staff take time to develop appropriate resources for the children. For instance, they develop word searches in lower case letters making it more appealing to the children and promoting inclusion. Staff make sound use of the premises and equipment. Children and staff explain how when the days stay lighter longer they make good use of the outdoor play area and the wide range of outdoor resources. The staff explain how they use the hall whenever possible to enable more energetic play. As the classrooms are shared with the school the club's activities are set up each session. This means most are table top activities with sufficient free space for the children to move about in.

Staff aim to balance the children's experiences encouraging them to make choices and direct their own play when out of school. Staff support children's choices by setting out a range of activities and making sure children know what else is available. Most children confidently ask for things they want to play with if they cannot see it out. New children to the club are assigned to an older child as a buddy. This develops positive relationships between the children. However, it does not ensure that all younger children in the club have close relationships with a key staff member. At times some younger children are quiet and not fully involved in play or activities. They do not have an assigned key person to ensure their individual needs are met or to share relevant information with the parents. This is a breach of requirements.

Planning and observation systems reflect the play nature of the club. Staff explain how they follow seasonal events and children's interests to help plan relevant and fun activities for the children. They are beginning to develop written plans for the club to help evaluate and review what they offer to the children. Activities are planned to be fun and to support the children's learning and development at school. They focus on the children's social and personal development. For instance, most routines are flexible and allow time for the children to chat to each other, develop friendships and grow in confidence. The children show good listening skills as they ask advice on how best to make the Christmas lanterns. They show concentration and creativity as they develop patterns with pens and stickers. They enjoy the pink glue and explain how it is easier to see. They are confident to make individual choices. As other children choose to make a moving Santa figure other children make cards for family members. Younger children sit watching older children do puzzles, they chat occasionally as they look for pieces to fit. The staff understand the children want to finish the puzzle and leave it out for them to continue at the breakfast club the following morning. The children's understanding and use of technology is supported by a wide range of resources. Computer games are enjoyed by all the children. Headphones help older children to enjoy their games without disturbing others.

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?	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

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Outcomes for children in the Early Years Foundation Stage

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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met