

Ravenshead Out of School Club

Inspection report for early years provision

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Inspection date

06/01/2011

Inspector

Lynn Dent

Setting address

Ravenshead C of E Primary School, Swinton Rise,
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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

Ravenshead Out of School Club was registered in 2007 and operates from a designated room within Ravenshead Church of England School in Nottinghamshire. All children share access to a secure outdoor play area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 32 children at any one time. There are currently 75 children attending, of these, 20 are in the early years age range. The setting provides care for children from Ravenshead Church of England School, Abbey Gates Primary School and the local community.

The club is open each weekday from 7:30am to 9am and 3:30pm to 6pm during term time and each weekday from 7:30am to 6pm during school holidays.

The club currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The club employs 10 staff. All staff hold appropriate early years qualifications, of these, one holds qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children enjoy their time and feel secure in the setting because they receive good levels of care by qualified and experienced staff. Children are making good progress in their learning and development because staff plan and provide an interesting range of learning experiences. Overall children have access to a wide range of resources to support their play and learning. Children's individual needs are consistently met due to the excellent partnerships with parents, schools and other professionals. A range of effective systems are in place enabling the management to consistently review and improve the provision.

What steps need to be taken to improve provision further?

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

- develop resources to help extend children's experiences of information and communication technology (ICT).

The effectiveness of leadership and management of the early years provision

Children's welfare is protected because staff clearly understand the indicators for child abuse and neglect and how to report child protection concerns to the management and the Local Safeguarding Children Board. Robust recruitment and vetting procedures ensure the staff are suitable to work with the children. The induction procedure ensure staff have the necessary skills to carry out the setting procedures. Children are cared for in a secure setting where regular risk assessments ensure that the environment is safe for them to use and toys and resources are in good condition. The effective deployment of staff means that children are well supervised at all times.

The organisation of the session means that children can choose to play indoors or outside and make choices about what to play with, thus developing their independence. Overall a good range of toys and resources are provided to support children's play and learning. However, resources to support and develop children's experience of information and communication technology is limited and were not used on the day of inspection. Consequently, this is not fully supported. Staff readily supply additional resources on request to help children extend their play. For example, providing materials for them to make dens.

The staff work closely as a team and are committed to helping children achieve positive outcomes in their learning and development. Consequently, they plan a good range of interesting experiences such as clay modelling, walks in the school wood, weaving and cooking. Observations of children are used to ascertain and record their progress. Their next steps are identified and used for future planning. As a result children are making good progress in all areas of learning. The effective systems for self-evaluation includes collecting opinions from children, parents and staff on all aspects of the provision. This information is used well to identify and secure areas for improvement. The recommendations from the last inspection have been addressed, showing a further commitment to continual improvement.

Staff ensure that they have all the information needed to effectively meet the children's individual needs due to excellent partnerships with parents. Discussions with parents and questionnaires completed by them show they appreciate the care provide by the staff. The inclusive setting is extremely committed to promoting the outcomes for all children. This is particularly effective for those with special education needs due to the strong relationships developed with other specialist services through regular meetings. Highly effective partnerships have also been developed with the pre-school and two schools that children are collected from, ensuring that overall consistency is fully promoted for the children who attend the setting.

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

Children quickly settle on arrival at the setting because they know the routines well. They understand the importance of good hygiene and a healthy diet. They enjoy snack time which is a social occasion when they have time to relax and chat with their friends and the staff. Children's dietary needs are well-managed and staff are trained to administer specialist medication such as an Epipen in an emergency. Routine cleaning of tables and toilet areas and a clear policy regarding illnesses means that children are protected from germs spreading. Children benefit from fresh air as they are encouraged to play outdoor daily and the staff also take them for walks in the school woods.

The staff place the promotion of equality of opportunity at the heart of all they do. Very effective systems are in place to support children with special educational needs resulting in them receiving a very positive experience. All children are surrounded by signs in different languages, symbols and pictures to help them understand the routines and to communicate in different ways.

Children's independence is promoted well. They are able to make decisions about their play. They know where to find toys and resources that they want to use and they are able to access these easily. Children regularly practise the fire drill which is practically important as children from different schools and the local community attend the setting. Consequently, they are learning how to keep themselves safe. Children are well behaved, sharing, taking turns and showing respect for others. They have been involved in deciding what rules should be in place and made posters to reflect these. Consequently, they are meaningful to them.

Children have a range of opportunities to practise their drawing and creativity as they use a range of writing and mark-making tools on paper, card, white boards and chalk boards. They use these to make lists and draw recognisable pictures during their role play and to decorate hats made from cardboard. Children are solving problems as they race toy cars across the floor to decide which is the fastest and which ones travel the furthest. Staff help children to take turns and learn rules during games such as lotto and use these to talk about the pictures on the cards, relating these to real life experiences. This also helps extend the children's language and communication skills.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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