

The Meadow Out Of School Club

Inspection report for early years provision

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Inspector	Janet Keeling
Setting address	Meadow Primary School, High Street, Balsham, Cambridge, Cambridgeshire, CB21 4DJ
Telephone number	01223 894608
Email	emma.appleby3@btinternet.com
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

The Meadow Out Of School Club registered in 1997 and is run by a voluntary management committee. It operates from a mobile building in the grounds of the Meadow County Primary School in the village of Balsham. The setting provides before and after school care and runs sessions during the holiday. Children have access to a secure outdoor area and to the school's playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 35 children aged from three to 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 to 11 years. There are currently 85 children on roll, of whom five are within the early years age group. Children attend for a variety of sessions. The setting is open Monday to Friday from 08:00 to 09:00 and from 15.15 to 18:00, during school term time. The holiday club operates for four weeks during the school holidays and is open Monday to Friday from 08:45 to 17:45. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are nine members of staff who work directly with the children. Of these, four hold an appropriate level 3 qualification in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate in a range of activities and share warm, friendly relationships with staff and their peers. Staff are caring, motivated and work well as a team. They have a good understanding of the Early Years Foundation Stage framework and children make good progress in their learning. Staff offer a fully inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual needs and interests. Priority is given to safeguarding children, and safety measures are largely thorough. All staff demonstrate a positive commitment towards the sustained improvement of the setting and the setting is well placed to develop in the future.

What steps need to be taken to improve provision further?

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

- improve risk assessments so that they cover everything with which a child may come into contact, this specifically refers to electrical wires underneath the television
- improve the process of self-evaluation in order to identify the setting's strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All staff have a good understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff ensure that children are cared for by suitable people. Staff routinely verify the identity of all visitors. The manager and staff have a good understanding of health and safety issues, and well-maintained policies and procedures support the running of the setting. Although risk assessments are completed regularly, they do not identify how all risks to children should be minimised. Staff do not consider the risks posed by electrical leads underneath the television, although children are well supervised, which reduces risk. Resources are deployed well to ensure children's safety and staff are successfully deployed to support children's care and well-being and make good use of available space.

Staff are enthusiastic, motivated and work well together as a team. They have a good understanding of their roles and responsibilities, and have addressed the recommendations made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. Systems for monitoring the quality of the setting are in the early stages but are developing. This means that staff do not yet have a full understanding of the setting's main strengths and weaknesses. The promotion of equality and diversity threads through the setting. It is successfully achieved through planned activities, the use of visual displays and posters, and through open discussion between staff and children. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated, which supports children's care and well-being.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. A parents' notice board ensures that parents and carers have access to information about the running of the setting. Parents also receive regular newsletters and are able to access the setting's policies and procedures at each session. Parents speak highly of the setting and comment that their children are happy, safe and enjoy a wide range of activities. Staff have developed very positive links with other early years professionals at the host school, which ensures continuity of care for all children.

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

Children benefit from the welcoming environment and from the staff's knowledge and understanding of how to develop learning through play. Staff are friendly, caring and spend time interacting with and supporting children. On admission to the setting all required documentation is completed, which records children's individual needs, so that children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific

requirements being met sensitively through discussion with parents. Staff know the children very well, they observe and assess them as they play and use information gained to fully support each child's ongoing learning and interests. As a result, children are happy at the setting and enjoy the range of activities.

Children are familiar with the daily routines and look forward to meeting up with their friends to share the day's news and play together. They are aware of what resources are available, confidently access toys and equipment, and seek help and support from staff when required. Groups of children choose their own activities and follow their own interests. For example, there was great excitement and laughter when a group of children decided to dress up and rehearse for a production of Cinderella. As one group focused on their outfits and lines, other children began to make tickets for the show. At the creative table, children chat happily together about their collage pictures. Children play well independently and with their peers and show respect for each other as they share and take turns. Older children in the group are very aware of the younger children's needs and offer support when needed. Children are beginning to develop an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences, and they recognise and celebrate cultural festivals throughout the year.

Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors, where they enjoy the challenges of the trim-trail equipment, learn to skip, hula hoop and balance on stilts. They also enjoy team games as they play football and use the parachute. Children attending the holiday club participate in a wide range of exciting activities. For example, they engage in cooking activities where they make pizzas, mince pies and flapjacks and bake bread in flower pots. They visit the local post office and butcher shop, where they purchase ingredients for their cooking activities, enjoy visits to the local park and engage in treasure hunts around the village.

Children's behaviour in the group is very good. They behave in a manner that supports their learning, and they develop confidence and self-esteem because staff give regular praise, encouragement and support. Children are fully aware of the club rules, which they regularly discuss, such as 'we listen and follow instructions', 'we learn and treat everyone with respect' and 'we enjoy ourselves and have fun'. Children learn to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in regular emergency evacuation drills. Children's understanding of good hygiene practises are reinforced throughout the sessions. Healthy eating is promoted as children access a range of healthy foods at snack time and during high tea. Drinking water is readily available to the children throughout the session, ensuring that they remain hydrated.

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