

# Heage Out Of School Club

Inspection report for early years provision

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**Unique reference number** 207285  
**Inspection date** 24/01/2011  
**Inspector** Tara Street

**Setting address** School Lane, Heage, Belper, Derbyshire, DE56 2AL

**Telephone number** 01773 852188

**Email**

**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

Heage Out Of School Club is privately owned and managed. It was registered in 2000 and operates from the school hall of Heage Primary School in Belper, Derbyshire. Children have access to secure enclosed outdoor play areas, including an orchard, school fields and a small woodland area. A maximum of 32 children aged under eight years may attend the club at any one time, with no more than 24 in the early years age group. The club currently takes children from three years of age and also offers care to children aged eight years to 16 years. The club is open Monday to Friday from 7.45am to 9am and from 3pm to 6pm during term time and from 8am to 6pm during school holidays.

There are currently 93 children on roll. Of these 32 are under eight years and of these 11 are within the early years age group. The club supports children with special educational needs and/or disabilities. It 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, who work directly with the children. Of these, two hold a qualification in early years at level 4, one of whom is currently working towards an Early Years Foundation Degree and two hold an appropriate playwork qualification at level 3. The club 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 the club and develop positive relationships with one another. They are fully included in a wide range of interesting activities. Children are well cared for in a welcoming and inclusive environment and staff promote most aspects of children's welfare and learning successfully. Partnerships with parents and carers, other early years professionals and the host school are good and information is shared effectively. Staff accurately identify the club's strengths and areas for improvement and there is good commitment to continuous improvement.

## What steps need to be taken to improve provision further?

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

- ensure all records are easily accessible and available for inspection by Ofsted with regards to the information used to make decisions of staff suitability. (Documentation) 05/02/2011

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

- review procedures to ensure regular evacuation drills are carried out and that a record is maintained of any problems encountered and how they were resolved
- review routines to ensure opportunities for children to develop their self-reliance and independence skills are consistently provided.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of safeguarding issues. Clear policies and procedures are fully implemented in order to ensure children are safeguarded from harm and neglect. Staff have a good knowledge of their role in child protection and are aware of what action they are required to take if they have any concerns. Most records required for the safe and efficient management of the provision are well maintained. However, regular evacuation drills are not carried out and details of any problems encountered and how they were resolved are not thoroughly recorded. There is a clear staff recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. However, at the time of inspection records of some of the information used to assess staff suitability, such as references, interview records and full employment history were unavailable. This is a breach of a specific legal requirement. The stimulating and safe indoor and outdoor environments are well maintained. Staff are deployed effectively to ensure children are fully supervised at all times. Children use a wide range of toys and equipment which are safe and suitable. Risk assessments are carried out regularly and staff carry out daily safety checks at the beginning and end of the session to ensure that the environment is suitable.

Partnerships with parents and carers and the schools it serves are good. Parents and carers receive regular information through discussions, newsletters and an informative display board. They feel staff are friendly, caring and approachable. The relationship with the host school is good and the club benefits from the use of its facilities, including the outdoor environments. In addition, strong links have been established with other early years professionals to ensure children's needs are planned for. As a result, the individual needs of children are taken into account when organising routines, so that they are fully included.

The club's self-evaluation gives the owner and manager a good understanding of its strengths and areas for development. This ensures that improvements have a real impact on the experiences of those involved in the club. The manager and staff value the views of children and parents and take these into consideration when identifying priorities for planning. The recommendation made at the last inspection has been fully implemented and staff demonstrate a good capacity to improve in the future through strong teamwork. Staff have a good relationship with the children and sensitively support those with special educational needs and/or disabilities. They actively promote equality and diversity and ensure children are fully integrated.

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

The club provides an enjoyable, busy and secure environment for children before and after the school day. There is well-organised indoor and outdoor play. Children enjoy a stimulating environment in which their art and craftwork is valued and displayed for all to see. Staff value their views and incorporate these in their planning and choice of activities. Children have good relationships with staff and each other. They are motivated by a wide range of interesting activities and experiences. For example, children eagerly participate in games of table tennis and large interactive problem solving games. They design and build models with construction materials and experiment with chalks and collage materials when making spaceships and alien creatures. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They behave well because staff are good role models with clear expectations. They learn to take turns, share play resources and show respect for others. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone.

Children are gaining a good understanding of keeping healthy and safe. They enjoy a healthy snack menu, such as cereals, toast, crackers, soup and fresh fruit and vegetables. 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 the importance of exercise and enjoy participating in group games, such as football and hockey and enjoy throwing, catching and skipping activities. They feel safe and secure because staff work hard to ensure a safe environment and teach them how to use equipment safely.

Children respond well to the good care and support given by staff. They enjoy playing with board games, being creative when painting, sketching and drawing and investigating dough materials. Children's information and communication technology skills are promoted well as they experience regular opportunities to access a laptop, games console, walkie-talkies and a range of battery operated and programmable toys. They eagerly participate in special events, such as sports day, food tasting days and quiz sessions. Talent shows are a popular event and many children are confident enough to stand up and sing, dance, play instruments or tell jokes. Overall, all children make good progress, enjoy themselves and are well-prepared for life outside the school day and for future learning experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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