

Schools Out Kids Club Ltd

Inspection report for early years provision

Unique reference number 301713
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Inspector Wendy Fitton

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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

School's Out Kids Club Limited registered in 1992 and is privately owned. The provision operates from church premises in the Edgeworth area of Bolton in Lancashire. The provision is registered for a maximum of 40 children under eight years on the Early Years Register and both parts of the Childcare Register. There are currently 65 children on roll of whom nine are in the early years age range.

The provision is open five days a week from 7.30am to 9am before school and 3.15pm to 6pm after school during term-time only. All children share access to secure outdoor play areas in the school grounds. There are a team of seven staff, including the owner and the manager. Most staff hold a National Vocational Qualification at Level 2, 3 and 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm, welcoming, child-centred environment. There are effective systems in place to ensure children receive an enjoyable learning experience. Staff support children's development through the provision of activities that are child led according to children's own preferences and interests. Staff plan and organise systems to ensure that children's individual learning needs are met as they progress towards the early learning goals. There are positive partnerships established with parents and good links with other providers to promote continuity of children's welfare and learning. The system for the evaluation of the quality of the provision is ongoing to target future plans to secure improvements.

What steps need to be taken to improve provision further?

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

- review the system for recording the risk assessments to evidence they are carried out regularly
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded because there are effective procedures in place that ensure staff fully understand their roles and responsibilities for safeguarding children. Staff are fully vetted, experienced and qualified in all aspects of learning, development and welfare of children. They have good

knowledge and understanding of the learning requirements of the Early Years Foundation Stage Framework and this means that children's progress is monitored effectively. Staff work well as a team and are deployed according to their own interests, skills and expertise to fully support and encourage the children.

Children's safety indoors, outside and on trips is protected through regular risk assessments. However, the risk assessments are not always signed and dated to evidence this has been carried out regularly. There are robust procedures in place to maintain children's safety through the provision of safe and suitable, furniture, equipment and toys. The manager identifies the group's main strengths and weaknesses and has fully responded to the previous recommendations from the last inspection. However, the culture of reflective practice and self-evaluation is ongoing and continues to develop to improve the quality of the provision for all children. Records, policies and procedures are fully in place and contribute to the safe and efficient management of the organisation and fully meet the individual needs of the children attending.

There are very positive relationships with parents as they are welcomed and given a friendly greeting by staff. Information sharing takes place at the end of each session and includes any important information given from school staff. Parents access various information boards around the provision and have access to the policies and procedures in their welcome pack. Parents state that they are very happy with the provision, that staff are friendly, helpful and accommodating to individual work patterns and shifts. Parents are familiar with the safety policies and know what to do in the event of any concerns. Partnerships with other professionals are evident and ensure children are fully supported and that there is continuity of learning and care. Staff link with the teachers at the local primary school next door to the provision as this is the school used by the children attending the group. This effective liaison enables staff to fully support and complement children's individual needs and interests and therefore promote consistency of care and learning.

Staff fully promote equality and diversity. They ensure children have free access and equal opportunities to use the facilities and be involved in activities throughout the sessions. Children's needs are met in relation to their health needs, medical needs, their different abilities and cultural needs. All families are welcomed and included. Children are involved in activities to celebrate diversity and learn about different cultures, religions and people through books, small world dolls and figures and celebrations and festivals in the calendar.

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

Children are very happy and settled in the provision. They are making good progress in their learning and development as they can access a wide range of free and planned activities and experiences. The environment is bright, warm, welcoming and child-centred. Children enjoy playing with construction toys, small world toys, jigsaws, board games and art and craft activities. Outdoor play features daily and children use the school grounds to access fresh air and develop

their physical skills. They use large play equipment at the park and use the computer exercise games and dance games. Children lead their own games and play independently or in small groups according to their own choice. Staff are readily available to support and encourage the children, and show them what to do at the various activities.

Children are confident and comfortable as they approach staff and are familiar with the routines and rhythms of the session. Children make decisions about which area they want to play in and what activity they would like to do. Children in the early years age range have an 'all about me' scrapbook to show photographs of them participating in the various activities. Staff include observations and children's own art work and drawings. Staff plan weekly activities to cover themes, seasons and festivals and also plan to children's interests and needs. Parents are able to access the individual files and look at how children are progressing in their learning.

Children have opportunities to develop their social and independence skills. For example, they sit together during their snack time, chatting to each other, sharing news, and friendships are evident. Children make free choices from the range of experiences and equipment that are available. They play creatively and imaginatively as they use the small world animals on the farm yard, they play with the enchanted wood figures and use the action figures, aeroplanes and rockets. Children are supported through new tasks as they learn about life experiences and develop their skills for their future learning. They learn to polish shoes, make a drink and help to cook and prepare meals. Children are provided with a healthy balanced diet and learn about healthy foods and practices through different themes and topics. They learn about good hygiene practices though hand washing before play and before food and they observe staff being good role models as they work to the hygiene policies. Children learn about being healthy and active as they complete word searches and quizzes relating to dental health and healthy eating. Children understand the importance of keeping safe as they are involved with the road safety officer visit, they wear high visibility jackets when out and about and staff chat with children about safety and safe play. Children are involved in safety sessions to alert to safe internet use and stranger danger.

Children's behaviour is managed in a way that supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Staff follow the behaviour policy and the children are involved in setting the ground rules and the boundaries. Parents are involved in any decisions about monitoring and strategies for behaviour management. Children understand the importance of being well mannered, sharing and taking turns. Staff show genuine care for the children and know them well. Children behave in the setting because staff manage their behaviour appropriately.

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

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| 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

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| 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

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| 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

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| 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