

# Sketchley Hill Out of School Club

Inspection report for early years provision

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**Unique reference number** 226471  
**Inspection date** 11/02/2011  
**Inspector** Sue Rogers

**Setting address** Sketchley Hill School, Sketchley Road, Burbage, Hinckley,  
Leicestershire, LE10 2DY

**Telephone number** 01455 230799

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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

Sketchley Hill Out of School Club opened in 1999. It operates from the main hall in Sketchley Hill Primary School which is situated in Burbage, Leicestershire. The club serves children who attend Sketchley Hill Primary School.

The club opens five days a week and sessions are from 7.50am until 8.50am and from 3.15pm until 5.45pm, term time only. It is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club may care for a maximum of 71 children aged between two and eight years and currently admits children aged between four and 11 years of age. There are currently 80 children aged between four and 11 years on roll, of whom 16 are in the early years age group. Children attend for a variety of sessions. The club is able to support children with special educational needs and/ or disabilities and those who speak English as an additional language.

There are four members of staff, including the manager, employed at the setting and all hold appropriate childcare qualifications. Of these, one member of staff has an appropriate level 6 qualification and three members of staff are qualified to 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 make good progress in this well-organised and well-resourced club. Effective links enable a two-way flow of information between staff and parents, promoting children's continuity of care. Staff are committed to ensuring that all children have the opportunity to explore the wide range of age appropriate resources and activities that are available. Policies and documentation for the safe running of the club are well presented, regularly reviewed and mostly effective in protecting children's well-being, although the required record of risk assessment checks are not fully in place. Effective strategies are in place to ensure all children are included in the club's routine. The system that measures the effectiveness of the setting is being developed and includes the opinions of parents and children, demonstrating the club's good capacity for sustained and continuous improvement.

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

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

- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)

03/03/2011

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

- develop further the system for continuous improvement to the quality of the learning, development and care offered.

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

Children are well protected because staff receive regular child protection training and there is an effective induction for new staff. Staff understand their responsibilities should they have concerns in respect of a child's care, and ensure that parents are aware of them. The premises are welcoming and the effective organisation responds to the changing needs of children. Staff have commenced an evaluation of the effectiveness of the club by seeking out the views of children and their parents. These reflect the needs of the children and families that attend and ensure that improvements are ongoing. However, staff recognise that this process requires further development to ensure a fuller understanding of the club's effectiveness. The play resources are checked for their suitability, are varied, age-appropriate and of good quality. Risk assessments are carried out regularly and staff conduct daily safety checks to ensure that the environment is suitable. However, this information is not recorded and dated as required by the Early Years Foundation Stage framework. Children's play is supported and supervised by staff. Through explanations and a safe environment children are encouraged to take responsibility for their own safety. They play safely and show consideration for others, establishing good friendships which contribute towards their skills for the future. Recruitment and vetting procedures for all adults who work with the children are effective and prompt. Policies and procedures are well presented, accessible to parents and regularly reviewed.

Staff members' professional development is well promoted through training opportunities and a supportive manager. Partnerships with parents and carers are successful as information is exchanged when they collect their child. Staff are always willing to offer parents advice and support. Children's assessments are comprehensive, with each child's progress being plotted against individual areas of learning and used to plan for the next steps in their development. Comprehensive induction documents and close links with parents promote children's confidence and continuity of care. Staff are skilled in working well with other agencies in order to promote continuity of care for the children. This supports children's transition from the school to the club, promoting their self-esteem and confidence.

Children with special educational needs and/or disabilities are well supported and there are systems in place to support children and families who speak English as an additional language. Children's awareness of the world around them is supported through good explanations and a wealth of images and resources that reflect cultural diversity.

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

Children are happy and settled in the club and establish effective friendships with others. Staff are supportive as they work alongside the children, supervising their safety and ensuring they gain positive learning opportunities from the activities offered. The effective key worker system ensures that specific staff members have a close understanding of the children in their key groups. Children feel comfortable and secure as staff respond well to their individual needs. Children's behaviour is well managed through sensitive and effective strategies. This results in children who consider each other's feelings, thereby promoting effective skills of cooperation and negotiation for the future.

Children's social skills are promoted well as they share imagined play scenarios in the home corner. This enhances their communication skills as they explain to each other what they are doing and include others in their play. Children understand their responsibilities towards their peers by making allowances for differing play needs and abilities. They take responsibility for their play environment by contributing towards the organisation of resources at the end of the session. Children grow in confidence as they enjoy the regular praise provided by staff. The identification of their individual abilities ensures that their learning needs are closely met. Planning of activities is flexible, allows for individual choice and responds to children's interests. This promotes children's learning and ensures children engage happily in their play.

Children's independence is promoted effectively as they are able to make their own choices from the wide range of activities and resources provided. Children are well supported by staff who promote further learning opportunities through well chosen questions and, if needed, offer alternative activities that reflect children's individual interests. Staff plan opportunities for children to celebrate cultural and religious festivals and events throughout the year.

Children's understanding of good health and effective hygiene procedure are well promoted. They enjoy a snack of fresh water, fruit juice and a wholemeal biscuit at the beginning of the session, and all children who attend the breakfast club enjoy a nutritious and well-balanced start to the day. Policies, procedures and documentation are used effectively to promote children's well-being and include accident and medication records. Children have opportunities to develop their physical skills through access to the outdoor area where they practise their ball skills and explore plants and insect life. They learn how to solve problems by using a range of table-top games and jigsaws. This encourages children to use their communication and number skills as they calculate the score, take turns and discuss aspects of the game with each other. Their creative skills are much encouraged as they compose Valentine's Day messages and art work. Children work well together as a team as they innovatively use recycled materials to produce larger pieces of art work. Children develop their confidence as they use information technology resources.

## 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