

Senlis Scallywags Out of School Club

Inspection report for early years provision

Unique reference number	220149
Inspection date	07/03/2011
Inspector	Janet Keeling
Setting address	Simon de Senlis Lower School, Hilddrop Road, Northampton, Northamptonshire, NN4 0PH
Telephone number	01604 702636
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

Senlis Scallywags Out of School Club opened in 1994. It is run by a voluntary management committee and operates from a mobile classroom in the grounds of Simon de Senlis School in Northampton. The setting provides before and after school care and runs sessions during the school holidays. Children have access to the school's playground and playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 24 children from three years 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 58 children on roll, and 14 of these are in the early years age group. Children attend for a variety of sessions. The setting runs Monday to Friday from 8am to 9am and from 3pm to 6pm during school term time and 8am to 6pm each weekday during school holidays.

The setting 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 five members of staff who work directly with the children. Of these, four hold a National Vocational Qualification at level 3 in early years. The setting receives support from the local authority and is a member of the Kids' Club Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the setting. They engage in a range of enjoyable activities which take account of their interests and learning needs. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Successful partnerships with parents and teachers at the host school have been established and children's individual needs are well supported. The manager and staff demonstrate a positive attitude and good commitment towards the sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- improve induction procedures for volunteers, ensuring they are given full information and guidance on their roles and responsibilities while working in the setting.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children. All staff are aware of the possible signs and symptoms of abuse and have a clear understanding of child protection procedures. They know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, together with good guidelines for the induction of new staff. However, induction procedures for student volunteers, to ensure they are given full information and guidance on their roles and responsibilities, are less well developed. Risk assessments are completed and cover all aspects of the indoor and outdoor environments. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children

The deployment of resources is good. For example, staff are deployed to support the children's learning and welfare and make good use of all available space. Staff are enthusiastic, motivated and work well together as a team. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. For example, they carefully consider the feedback from parent and child questionnaires and have an effective self-evaluation system in place to monitor and evaluate the quality and standards of the setting. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting, where all children are welcome regardless of their background. All staff have access to ongoing training to ensure their knowledge and skills are updated. Consequently, children's care and well-being are further enhanced.

Staff demonstrate a clear commitment to working in partnership with parents, and as a result, partnerships with parents are good. Children benefit from the warm and relaxed relationships that have been established between their parents and staff. The daily exchange of information ensures that children's changing needs are consistently met, particularly for those children with special educational needs and/or disabilities and those who speak English as an additional language. Parents speak highly of the setting and comment that their children are happy and kept safe. Parents also comment on the well-organised holiday club, where their children enjoy a wide range of activities. Parents have access to information about the running of the group. Parents also receive regular newsletters from the committee and can access the setting's policies and procedures at any time. The manager and staff have also developed effective relationships with other early years professionals at the host school, which contribute to the ongoing continuity of care for all children

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

Children benefit from a welcoming environment. Staff are friendly, caring and spend quality time interacting and supporting them as they play. On admission to the setting all required documentation is completed which records children's

individual needs and interests. Consequently, 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 observe and assess the children as they play and use the information gained to support children's individual needs and interests. Staff have introduced learning folders for all children within the early years age group which record information about children's achievements. Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. Feedback from children during the inspection was very positive. Their comments confirmed that they enjoy attending the setting.

Children are encouraged to initiate their own play within the setting. They are fully aware of what equipment is available and ask staff for help in setting up activities. They freely access the role play equipment and chat happily together as they play in the home corner. Children also enjoy working together to build a den. They confidently share ideas as they design and make their hideaway. They play well independently and with their peers and show respect as they share and take turns. Children are aware of the needs of others, and offer support to each other during group activities. There is great excitement and laughter as a group of children play billiards. They have fun, share equipment and take turns. They are beginning to develop an understanding of diversity because staff encourage positive, open discussion about people's similarities and differences. Children enjoy being in the fresh air and thoroughly enjoy a range of physical play opportunities each day. They skilfully negotiate the trim trail equipment, climb trees and take turns on the rope swing. Children attending the holiday club also enjoy a varied programme of indoor and outdoor activities. For example, they enjoy junk modelling, music and dance, organising fashion shows and taking part in the 'Scallywags Quiz'. Themed projects, such as 'recycling', help and support children's awareness and understanding of their natural environment.

Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded to tell a member of staff before they go outdoors and to only play in the designated areas. Children also understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Throughout the session children are well behaved, confident and develop positive self-esteem because staff give regular praise, encouragement and support. Children are aware of the setting's rules and often remind each other of the boundaries. Good hygiene procedures and practices ensure that children are kept free from infection. For example, hand washing routines are well established and help children develop good habits effectively. The setting promotes healthy eating as children access a range of healthy snacks and fresh fruit at snack time and engage in discussion with staff about what foods are good for them. Drinking water is available to the children throughout the session, ensuring 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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