

# Schools Out Kirkby and Great Broughton C E School

Inspection report for early years provision

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**Unique reference number**

EY407829

**Inspection date**

15/03/2011

**Inspector**

Elaine McDonnell

**Setting address**

Kirkby & Great Broughton C of E Primary School, Kirkby Lane, Kirkby-in-Cleveland, MIDDLESBROUGH, Cleveland, TS9 7AL

**Telephone number**

07528325584

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Schools Out Kirkby and Great Broughton C E School is an out of school provision owned by a private provider. It has been registered since September 2010 and operates from Kirby and Great Broughton Church of England School in the village of Kirkby, on the outskirts of Middlesbrough.

The out of school club operates each weekday from 8am until 9am and again between 3.15pm and 6pm during term times, and from 8am until 6pm during school holidays. Children have the use of the school hall, adjoining classroom and toilets, plus outdoor play areas.

The provision is registered on the Early Years Register and also the voluntary and compulsory parts of the Childcare Register. Up to 32 children aged from three years to under eight years may attend at any one time. Children aged over eight years also attend. There are currently 33 children on roll, five of whom are in the early years age range.

Two members of staff are employed to work directly with the children, as well as two students who work when needed. Both members of staff have appropriate early years qualifications and the manager has a suitable first aid qualification. The provision caters for children from three primary schools in nearby villages, and those who attend the school on site.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is inadequate.

The provision is effective in meeting the needs of children in the early years age range and they make good progress in their learning and development. The promotion of inclusion is a particular strength of the setting and staff are committed to meeting children's and parents' individual needs. Very good safety procedures are implemented to ensure a safe and secure environment. However, there is not always a member of staff on duty with an appropriate first aid qualification, which has the potential to compromise children's safety. The provision is very warm and welcoming with most learning areas and resources attractively presented. Comprehensive evaluation procedures are in place which effectively support the continuous improvement of the provision.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure there is always a member of staff on duty or on outings with an appropriate first aid qualification (Suitability of adults) (also applies to the voluntary and compulsory parts of the Childcare Register)

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To improve the early years provision the registered person should:

- ensure that the hall is for the sole use of the provision during the hours of operation, when this is not possible include the sharing of the hall in the risk assessment procedure
- use information gained from observing individual children to help plan future learning experiences
- ensure that vehicle insurance details are kept for all named drivers
- develop the reading area and provide more role play resources to promote children's imagination.

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

Adults caring for children demonstrate a good knowledge and understanding of safeguarding issues and procedures. Appropriate recruitment, vetting and induction procedures are in place to ensure that adults working with children are suitable. However, deployment of staff is not effectively managed. There is not always a member of staff on duty, or available to collect children from other schools, with an appropriate first aid qualification.

Appropriate risk assessments are conducted and most relevant steps are taken to ensure a safe and secure indoor and outdoor environment for children. However, at the time of the inspection the premises were not available for the sole use of the provision, as a book club was operating in the school hall. This is not included in the risk assessment procedure. At the time of the inspection a child who is younger than the conditions of registration allow, was present for some of the time. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Appropriate self-evaluation procedures are in place to support continuous improvement of the provision. Staff have a positive attitude towards personal development and have attended additional training courses since registration relating to safeguarding children. Most records and documents required for the safe and efficient management of the provision are available. However, not all records relating to named drivers who collect children from other settings are available.

Children are cared for in a warm and welcoming environment. The deployment of resources is satisfactory, however, the reading area and books are not well used by children. There are also limited resources available to support role play activities and promote children's imagination. Staff obtain useful written information from parents about each child, which is effectively used as a basis for their individual

care.

The setting works well in partnership with parents and carers and their views about the provision are actively sought through questionnaires. They are kept informed of their child's progress and development through regular discussions and access to their child's development diary. Parents have good access to the policies and procedure of the setting. Staff also work well in partnership with the school on site and are developing relationships with other schools that some children are collected from.

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

Staff appropriately observe and record children's learning and development. However, the information is not effectively used in future planning to move individual children onto the next stage in their learning. Staff do take children's interests into account however when planning activities. Inclusion is well promoted and all children are fully embraced and involved. Staff are aware of children's interests and a key person system is effectively implemented.

Children feel safe and secure in the setting and are well behaved. Staff demonstrate a good knowledge and understanding of how to manage behaviour effectively and promote a positive and friendly environment. Children are helped to learn how to keep themselves safe when involved in fire drills. Their independence is promoted effectively, particularly at snack time. They help to prepare what they eat and act in a safe manner as they chop fruit and vegetables.

Children's health is given high priority and they receive varied and nutritious healthy food. Snack time is a relaxed, enjoyable and sociable occasion. Children learn about healthy living through discussions and activities and have regular access to large physical play activities both indoors and outdoors. They demonstrate good communication and language skills as they chat and listen to each other at snack time. However, most children show little interest in the reading area.

Children have appropriate opportunities to develop their problem solving, reasoning and numeracy skills. For example they work out how many plates are required for snack time and how many tables these will be divided across. They have access to some electronic and programmable toys and equipment which helps promote their knowledge and understanding of the world. They use console games, the school computers and a digital camera. They also plant seeds, make play dough, enjoy walks around the local community and play 'eye spy' both indoors and outdoors. Children have access to some resources which reflect wider society, such as jigsaw puzzles and books. They also participate in activities about other cultural celebrations, for example Chinese New Year.

## 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>	4
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Welfare of the children being cared for) 15/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Welfare of the children being cared for) 15/03/2011