

Lothersdale Community Out of School and Holiday Club Ltd

Inspection report for early years provision

Unique reference number	EY415101
Inspection date	10/01/2011
Inspector	Kaldip Chaggar-Brown
Setting address	The Village Club House, Lothersdale, Keighley, West Yorkshire, BD20 8HB
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Email	outofschoolclub@googlemail.com
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

Lothersdale Community Out Of School Club was registered in 2010 and is a Limited by Guarantee Company. The setting runs from Lothersdale Village Clubhouse, which is situated in the rural village within North Yorkshire. The premises are shared by various groups in the community, however, the setting has sole use of the building when it is running. The children have access to the ground floor, which includes a playroom and toilet facilities, along with the first floor hall and toilet facilities. The first floor is accessed via stairs only and there are a small number of steps up to the entrance of the building. There is a secure area to the front and the side of the building for outdoor play.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 18 children aged from three years to under eight years. The setting also provides care for children aged over eight. Currently, there are 120 children on roll of which 50 are under eight years of age. There are two children in the early years range. The setting serves the families of the local community, primarily the children who attend Lothersdale Junior and Infant School. The before and after school club is open each day from 7.30am to 9am and from 3.15pm to 6pm, term time only. The holiday club operates during most school holidays, except for the last two weeks during the summer and the Christmas period. The holiday club is open to the wider community. There are six staff members employed at the setting. All staff, except one holds a qualification at Level 3 or above. The manager has a National Vocational Qualification at Level 5. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in an inclusive and welcoming environment, in which they are settled and happy and have their individual needs routinely met. Children's learning and development is suitably promoted as they take part in a range of activities which they often instigate. The setting has developed good links with the local school. Parents support appropriately in children's learning and development through discussions with staff. The setting satisfactorily reflects on its practice and has identified some changes which have been implemented to improve the quality of the provision it offers. This demonstrates that they have the capacity to bring about suitable continual improvements.

What steps need to be taken to improve provision further?

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

- provide personalised learning, development and support tailored to the needs

- of individual children
- continue to engage in informed reflective practice to support quality improvement processes.

The effectiveness of leadership and management of the early years provision

The setting has appropriate systems in place to ensure children are safeguarded and have their needs met. Checks have been undertaken on staff to ensure their suitability. They know what to do if they have any safeguarding concerns about a child. Risk assessments are appropriately undertaken to identify and minimise risks. These include how equipment is to be used safely and how children are to be escorted from school to the setting.

Staff have a good range of qualifications and attend training courses regularly. This includes keeping qualifications up-to-date such as First Aid. Suitable support systems for staff include appraisals that have been recently undertaken by the manager. The setting has undertaken a review of some of its policies and procedures to bring them up-to-date. Children's profile records are satisfactorily completed, however the next step in children's learning is not consistently identified to ensure all areas of learning are identified. These records include suitable information about children's starting points, which are discussed with parents prior to children starting at the setting. Activities and experiences are appropriately planned for in more detail for the holiday club. Children in the Early Years Foundation Stage do not attend the before and after school club every day. They are beginning to learn to make their own suitable choices about their play.

The setting is appropriately inclusive, with children attending from different backgrounds. Activities are offered on different days so that all children can take part in them and cultural festivals celebrated to enable children to develop an understanding of the wider world. Photograph displays show activities which children have been involved in during the last summer holidays both indoors and outdoors. Children make suitable use of resources, such as games consoles, construction materials and outdoor play equipment. They handle equipment appropriately and know where most items belong. Children are learning about global issues, such as, sustainability as the setting recycles cardboard, paper and plastic bottles. The setting purchase foods grown locally as well as receiving a supermarket delivery of food. In the summer months children take part in growing fruit and vegetables, such as tomatoes.

The setting has suitable systems in place to undertake self-evaluation. Changes have been made to bring about improvements, such as, the installation of outdoor lighting to enable children to continue to play outdoors when it is dusk. Issues, such as, how equality and diversity, deployment of resources and the effectiveness of the leadership and management of the setting have not yet been fully explored and prioritised. Children have been involved in completing questionnaires about the setting and their views have been taken in to account.

Good partnerships with the school have resulted in the settings staff being invited

to attend the school open evening where prospective parents and children can see what the setting has to offer. Parents are involved in the committee and they chat to staff when collecting or dropping off their child, keeping them informed of children's achievements and progress. The setting sends home newsletters and information about the Early Years Foundation Stage to keep parents up-to-date with changes.

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

Children make good use of the environment, they move around safely both indoors and outdoors. They know where to place their belongings and where toys and equipment are kept which they self-select. The outdoor play area is used well for ball games as well as for general play activities. Children have suitable opportunities to play on their own or with their friends. They are also building their relationships with staff and developing an understanding of how to interact in a social group. Children's behaviour is managed well with minor squabbles settled mostly by the children themselves. Staff are on hand to sort out any complicated issues such as whose turn is next on a games console.

Food is prepared fresh on the premises and children have good opportunities to eat healthy meals and snacks, which include fresh fruit and vegetables. Children help themselves to drinks throughout the session. Staff serve food, such as pasta, sauce and grated cheese at meal times. Children are mostly independent and make their own choices about their play and friends.

Outings for the before and after school club usually consist of visits to the local playground. During the holidays, children are taken on outings further a field. As a result, children are developing an understanding of their local environment and places further away. Children are active and enjoy being outside playing with a football or running around the play area. They are developing an understanding of being healthy as well as learning how to control large and small equipment.

Staff are on hand to support children's learning and development. They encourage children to discuss what they have been doing at school or at home in a conversational way. As a result, children communicate their thoughts, ideas and feelings. Children have good opportunities to be creative, they take part in role play activities, dressing up, art and craft activities. Board games and construction equipment provide good opportunities for children to develop their understanding of problem solving and number. Children enjoy spending time chatting with staff whilst playing a board game, as a result they continue to develop skills, such as adding and subtracting.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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: Met

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