

Live Wires Out of School Club

Inspection report for early years provision

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Inspection date	01/04/2011
Inspector	Cathryn Parry
Setting address	Easingwold CP School, Thirsk Road, Easingwold, York, North Yorkshire, YO61 3HJ
Telephone number	07791 051881
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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

Live Wires Out of School Club is privately owned and managed. It was registered with the current owners in 2005 and operates from a portable building in the grounds of Easingwold Primary School near York. Children have access to a secure enclosed outdoor play area. The club is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time. During the school holidays it is open from 7.30am to 6pm. The club closes for bank holidays.

The club is registered to care for a maximum of 32 children aged from three years to under eight years at any one time. The club also offers care to children aged eight years to 15 years. There are currently 193 children on roll, of whom 65 are under eight years. Of these eight are in the early years age range. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities.

There are five members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in playwork and one holds a qualification at level 2 in early years. The club receives support from the local authority and have successfully completed the North Yorkshire County Council Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her team of staff offer a warm and friendly welcome to all children, their parents and carers. All children are included in the wide variety of experiences provided, fostering a sense of achievement and enjoyment. The stimulating environment gives them the opportunity to make progress in their learning and development. Most areas are well resourced. The staff regularly reflect on their practice with the manager and an early years professional from the local authority, to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- increase resources to nurture children's understanding of peoples different needs, cultures and beliefs.

The effectiveness of leadership and management of the early years provision

Children are kept safe through good procedures for entry to the building. They are protected well as the staff have a secure understanding of safeguarding issues. A

clear recruitment policy is effectively implemented, which ensures all adults who are employed are vetted for their suitability and undergo a good induction process. Regular risk assessments both indoors and out, effectively minimise the chance of accidental injury. Children benefit from the knowledge gained by the staff attending a wide range of training courses. Children are able to explore confidently using a large variety of resources, which cover most areas of learning and are easily accessible and are appropriate for their age and stage of development. Staff are effectively deployed and activities adapted to meet children's individual needs. This is particularly true for children with special educational needs and/or disabilities.

The staff's confident approach to equality and diversity actively contributes to children's positive attitudes to the wider community. Good relationships with parents and carers ensure children's specific requirements are effectively met. Family members are welcomed into the club, for instance a grandfather helped the children make a bird table. The staff link with other professionals, including social workers, to promote children's welfare and enhance opportunities for their learning and development. They have regular contact with other practitioners where care and education is accessed in more than one setting. This enables them to effectively complement and extend activities.

Staff implement a good self-evaluation process, which includes gaining feedback from parents, carers and children, verbally and with written questionnaires. This enables them to tailor the service they provide to those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on children's well-being and safety.

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

The staff have a good understanding of the Early Years Foundation Stage framework and implement it effectively. Children enjoy their time at the club and are eager to participate in the variety of activities provided. They have developed their own club rules to promote good behaviour. Children enjoy celebrating various festivals and have positive discussions around valuing people's differences. However, there are few resources to supplement this to further enhance their awareness of the society they live in, such as people's different needs, cultures and beliefs. Children's self-esteem and sense of belonging are encouraged as their artwork is widely displayed. They are gaining a good understanding of the natural world, for instance when going raspberry picking and caring for the club's pets, including a Chinchilla. Children's language skills are developing well, as the staff offer verbal encouragement and are effectively involved in the children's play. They use counting and numbers regularly in everyday play situations. Children have fun as they participate in a music workshop, creatively using their voices and musical instruments. They access carefully chosen computer games to nurture their skills for the future.

Children make good progress and have fun, as the staff plan activities and experiences giving regard to their individual interests and capabilities. They have

individual files, which include observations and photographs linked to the areas of learning. The children's key worker clearly monitors their progress towards the early learning goals.

Children's knowledge about personal safety is effectively promoted through a range of activities, including a trip to the fire station and a visit from the police. They have daily opportunities to enjoy outdoor play and physical activities, for instance when using large climbing and balancing equipment. A varied and imaginative snack menu encourages children to have a good awareness of healthy meal options and the opportunity to try new foods. These include pitta bread, chicken and noodle soup and a wide variety of fruit. Children are learning good personal hygiene through consistent routines and positive role modelling. They do not attend if they are sick, which enables the staff to protect others from illness. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up to date. These positively safeguard children's well-being.

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

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