

Acomb Out of School Club

Inspection report for early years provision

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EY286437

Inspection date

04/04/2011

Inspector

Jim Bostock

Setting address

Acomb Primary School, West Bank, York, North Yorkshire,
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Telephone number

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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

Acomb Out of School Club was registered in 2004 and is run by a limited company with trustees. It operates from a number of rooms within in Acomb Primary School which is on the outskirts of York, in North Yorkshire. Children have access to two secure enclosed outdoor play areas. A maximum of 30 children aged from two to under eight years of age may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight to 14 years. The setting is open from 7.30am to 8.55am and 3pm to 6pm, Monday to Friday, during the spring and summer term. During the autumn term it additionally provides wraparound care for children attending a morning or afternoon session in the host school. During school holidays the setting is open from 7.30am to 6pm Monday to Friday.

There are currently 221 children on roll. Of these 123 are under eight years and of these 47 are within the early years age range. The setting is not in receipt of funding for early education. Children attend from the host school and are collected from the nearby English Martyrs' Primary School during term time. The setting is registered 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, three staff hold a qualification at level 3 and one holds a qualification at level 2, all in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this setting because they are treated equally, with respect, acceptance and inclusion of their individual needs. They enjoy the fun and well resourced activities which effectively support their learning and development. Staff are warm, affectionate, friendly and approachable. Most of the records, policies and procedures required for the safe and efficient management of the setting are in place. The setting has a good capacity for continuous improvement as processes of self-evaluation are used effectively to improve the quality of provision. Overall, communication with parents, carers and others involved in children's care is generally effective.

What steps need to be taken to improve provision further?

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

- ensure that in relation to complaints that the written record includes the action taken as a result of each complaint.

29/04/2011

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

- develop further the systems for maintaining a regular two-way flow of information between other early years providers where children attend to ensure continuity of learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. They have a clear knowledge of the child protection procedures to follow which contributes to children's welfare. Staff members are well qualified and robust procedures are in place to ensure all staff are vetted for their suitability. Staff carry out comprehensive risk assessments to ensure children are kept safe. Most records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. However, although the setting maintains a written record of all complaints made this does not include the action which was taken as a result of each complaint, which is a breach of a specific legal requirement of the Early Years Foundation Stage.

The setting effectively supports and promotes inclusive practice. Staff ensure that all children are warmly welcomed and successfully encouraged to participate in activities which helps them develop their understanding of people's similarities and differences. Good procedures are in place to promote equality and celebrate diversity. A wide range of interesting resources and activities are well set out to maximise accessibility and choices for children.

Good systems are in place to evaluate the quality of the provision and a thorough and realistic self-evaluation of the setting has been completed by staff. Driving improvement is good because it is embedded in all practice. As a result, all the recommendations raised at the last inspection have been fully met. Engagement with parents and carers is good and staff work closely with other early years professionals to share valuable information. As a result the individual needs of all children are well catered for. However, the sharing of more regular information about children's ongoing progress and achievements with other early years settings, where children also attend, is less well developed which impacts on their ability to provide a complementary learning experience and continuity of learning and development. Parents spoken to during the inspection report that they feel that their children are safe, have good relationships with staff and are very happy while attending the setting.

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

Children enjoy very good relationships with staff and their peers and are happy at the setting. Staff ensure children feel comfortable and secure and respond well to

their individual needs. As a result of the consistent boundaries and routines, children behave and respond well. Staff encourage children to set the rules and so develop a sense of responsibility. Children show care for each other by sharing and cooperating as they play. For example, children decide to build a house with large soft play jigsaw pieces and happily work together to build it. All children receive lots of praise and encouragement from adults. They enjoy being 'junior helpers' with a badge and earn points towards a prize when they help others.

Staff carry out detailed observations and assessments of what children know and can do and effectively link this to the planning of activities. Key staff have a clear understanding of their role in supporting children within the Early Years Foundation Stage, which helps them to monitor children's development and identify their next learning steps. Children's thoughts and ideas for future activities are actively sought and highly valued by all staff. There are many good quality resources available to support children's play and learning. Children enjoy writing and drawing and have many opportunities to be engaged in craft activities such as cutting and sticking. Their independence is well promoted as they make their own choices about activities. Staff are affectionate with all children and know them well. Children are relaxed and trusting with staff, who take time to talk and play with individual children to ensure they are developing their skills and learning. Children thoroughly enjoy creative messy play with foam where they develop their communication and social skills as they play well together. Activities are used well to promote early mathematical skills such as board games and puzzles. Children's knowledge and understanding of the world around them is effectively promoted through their involvement in a range of planned activities which look at different celebrations and cultures.

Children are developing a good understanding of healthy lifestyles. For instance, they enjoy using the outdoor play areas and have fun playing ball games and participating in planting and growing activities. Vigilant staff help children to understand how to play safely. Children say they feel safe and are happy when they attend the setting. Staff effectively promote children's sense of responsibility, and develop their communication skills to aid future development.

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:

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. (Procedures for dealing with complaints) 18/04/2011

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. (Procedures for dealing with complaints) 18/04/2011