

S4YC Out of School Club - Upton Heath

Inspection report for early years provision

Unique reference number EY415296
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Inspector Ron Goldsmith

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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.

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Description of the setting

S4YC Out of School Club was registered in 2010. It is one of four out of school clubs that are privately owned. It operates from designated rooms within Upton Heath Primary School, Chester. The setting provides a breakfast and after school provision and is open each weekday from 7.45am to 8.45am and from 3.10pm to 6pm during term time and from 8am to 6pm during school holidays. Children share access to secure enclosed outdoor play areas.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 48 children aged over four years may attend the provision at any one time. There are currently 33 children on roll. The setting employs 5 staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic management team has a clear vision for the nursery and, together with staff, create an inclusive environment where individual children are respected and valued. Children's individual needs are met well as staff are proactive in ensuring they have a good knowledge of the individual needs of the children in their care and strong relationships with parents. The systems to evaluate and improve practice are generally secure and contribute to an improving setting. Space and resources are used creatively to provide a varied range of practical activities that help children learn while they play and explore. As a result, children make good progress in relation to their starting points and their welfare is protected through some effective practices.

What steps need to be taken to improve provision further?

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

- further develop the evaluation system to identify strengths and areas for improvement
- develop suitable systems to share information with other providers in the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, secure setting where staff are generally deployed effectively to ensure children are well supervised. Play areas and a range of interesting toys, resources and activities help to create an accessible, stimulating environment where children learn through play. The setting's clear practices, procedures and policies, which are regularly reviewed and clearly understood and

implemented by the staff team, contribute to the safe and efficient management of the setting. This ensures that children are safeguarded and their needs are met. A comprehensive risk assessment, supported by effective daily checking procedures, ensure that potential hazards are identified and minimised.

The clear safeguarding policy and the staff's good understanding of child protection procedures result in children being fully protected. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with the children. Clear procedures are in place to monitor their ongoing suitability. The staff team work well together, supporting each other to ensure consistency of care for individual children. They demonstrate a commitment to promoting positive outcomes for children by developing their knowledge and skills through ongoing training.

Staff have established positive relationships with parents and carers but links with other providers in the Early Years Foundation Stage are still being developed. A good level of information is gathered from parents at the outset to support children and to enable staff to respond well to their care needs. Parents have opportunities to discuss their children's progress on a daily basis and home diaries for younger children give parents additional information about routines and achievements. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity, through activities and by sharing information. Effective systems are in place to support children with special educational needs, resulting in them making good progress. Strong relationships with the school promote consistency and continuity of children's care and learning.

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

Good relationships are evident between the staff and children. Children develop a sense of belonging as they see displays of photographs of themselves and their artwork. Staff observe younger children during play and record their achievements, using this information to highlight gaps in children's learning and to plan next steps for them to work towards. This method is generally effective and, as a result, most children make good progress. Activities are planned to take account of children's interests and their individual learning needs and they enjoy the range of activities provided. Children can freely access other toys and resources stored around the room, helping themselves to a favourite book from the rack or tumbling on the gym mats. Routines such as snack time are used to support children's independence skills more effectively, as they are encouraged to pour their own drinks and choose what snacks to eat. Fresh fruit and water are available for children at all times.

Behaviour in the setting is good. Children understand the need to share and take turns and they respond to gentle reminders about safety. Trips out in the local area and further afield provide opportunities for children to consolidate skills learned and enable them to develop awareness of the world around them.

Children adopt healthy lifestyles by following effective hygiene routines including

regular hand washing before meals. The nursery promotes healthy eating; snacks and meals are freshly prepared and generally nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for in terms of allergies. Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. Children develop knowledge and understanding of the world as they plant and care for foods they can harvest, such as watercress or strawberries.

Indoors children also develop skills for the future through the range of activities. They play sounds on drums. Simple mathematical and scientific concepts are introduced during baking, comparing, weighing and measuring ingredients. Children develop hand control needed in writing as they use a range of tools in art and craft activities. Their language skills are developing as staff engage in play with the children and take time to listen to them.

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