

Muskham Out of School Club Ltd

Inspection report for early years provision

Unique reference number

EY366576

Inspection date

20/04/2011

Inspector

Judith Rayner

Setting address

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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

Muskham Out of School Club opened in 2007 and is privately run. It operates from the village hall in North Muskham, near Newark, north Nottinghamshire. Children have access to three rooms, a kitchen and appropriate toilet facilities. There are two outdoor areas which children access. One is fully enclosed and secure and the other is the village playing field. The club serves the local community and surrounding villages, and children attend various sessions and times throughout the week. There is ample parking available.

The club opens Monday to Friday during term time between the hours of 7.45am to 8.50am and 3.30pm to 6.00pm. During the school holidays it is open Monday to Friday between the hours of 7.45am to 6.00pm. It is closed on all main Bank Holidays and during Christmas week. A maximum of 40 children aged between three and eight years may attend the club at any one time. Children older than eight years also attend the club. There are currently 92 children on roll, of whom 14 are within the Early Years Foundation Stage. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club has systems in place to support children with learning difficulties and/or disabilities and any children who speak English as an additional language. The club employs 11 members of staff, eight of whom hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and enjoy their time at the club. Children make good progress in their learning and development as staff are knowledgeable and skilled in implementing the Early Years Foundation Stage. Children's individual needs are met successfully because of the good partnerships between providers, parents and others involved in their care and learning. The organisation of staff and record keeping is very good. The organisation of resources is mostly effective. The setting demonstrates a positive approach to self-evaluation, thus ensuring a good capacity to make continuous improvement.

What steps need to be taken to improve provision further?

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

- review some aspects of the system used to record observations of children's achievements and their next steps of learning to track their progress more closely
- provide a range of resources and toys more regularly that positively promote the wider society, which enables children to learn about diversity.

The effectiveness of leadership and management of the early years provision

Children are well protected as the staff have a good understanding of their roles and responsibility in safeguarding children. Staff have good knowledge of the procedures to take should they have any concerns regarding a child in their care. A clearly written policy is in place with all relevant and current procedures and contact numbers, enabling staff to follow the guidelines effectively. Parents and carers are informed of such procedures from when their child starts at the club. Children are further protected as the premises are secure and effective monitoring systems of visitors are in place. For example, staff check the identification of visitors and records are thoroughly maintained. Suitable recruitment and selection procedures are in place for new staff. This is further supported by appropriate induction procedures and ongoing appraisals which ensure the suitability of staff. Very robust risk assessments are undertaken annually with visual checks effectively maintained before, during and after children have attended the club. This promotes a safe environment where children feel safe and secure to explore and investigate.

The organisation of the setting enhances children's well-being very well. For example, records, policies and procedures are well organised and stored securely. Staff deploy themselves effectively, ensuring children are well supervised and supported in their play. There is a good key person system in place to ensure all children receive equal care and attention. A good range of resources which are attractively presented and in a good state of repair ensure children's all-round development is successfully enhanced. However, not all resources are easily accessible that positively promote the wider society, enabling children to learn about diversity. Girls and boys play with the same toys, both inside and outdoors. Staff are mindful of adapting activities to support a range of children's abilities and interests. There are suitable systems in place to support children with special educational needs or whose first language is not English.

The club promotes a positive partnership with parents and carers. Discussions held on a daily basis, together with a notice board full of information relating to the club, suggestions and comment boxes and parent questionnaires, enable parents to contribute to how their child is being cared for. Information about the child is gathered from the parents from the onset. This enables staff to meet the needs of the child from the day they start, such as, building on the child's interests and their likes and dislikes. Staff are sensitive to new children starting and monitor them closely to ensure they settle quickly while having fun and building new relationships with their peers and the staff. There are suitable systems in place to link with others involved in the care of the children.

The recommendations made at the last inspection have been successfully implemented and continue to promote the safety of children. Staff training is promoted well, enhancing staff skills, which benefits children. All staff contribute to the process of self-evaluation, along with the parents, carers and children, which supports the setting's capacity for continued improvement.

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

Staff are skilled and motivated, creating an environment which is calm but busy. Children benefit from this approach and have lots of fun as they learn through play. Children make good progress in their learning and development. A good range of toys, resources and activities motivate and encourage children to explore and investigate. This is because the staff are skilled and have a good understanding of child development and how children learn through play. They also skilfully implement the Early Years Foundation Stage framework through effective planning, which also includes spontaneity from themselves and children. Activities are tailored to meet the early years children in attendance, with a more flexible approach in planning to support the progress of older children. Children's progress is monitored through purposeful planned activities where observations are recorded. From this, staff make assessments of the stage and level of progress that each child has made. Through discussion, staff know their children well and their stages and levels of development. However, the system used to record information does not always clearly indicate the purpose of the activity, observation or area of learning and does not always identify what needs to be done next to support the child's next step in their learning. Staff skilfully interact with children but are also confident to allow children to make their own decisions and choices in their play. This empowers children and promotes a positive attitude to learning.

Children quickly engage in activities. They explore with enthusiasm, both inside and outdoors. Children particularly enjoy playing with small world figures, such as animals and cars. They play imaginatively in small groups, placing the animals in the hospital, making the sounds of animals as if they were injured, then take them to the animal hospital using the toy lifts, doors and windows. Children are playing cooperatively. Other children line up a wide range of cars, naming numbers and colours and picking their favourite and fastest car. Children enjoy the train track, connecting pieces of track tighter, building bridges and adding stations and trees. Outside, children climb the apparatus using their large muscle skills with ease and confidence. They search in the car box and find marbles. They use their small muscle skills to roll the marbles against the wall, listening to the sound they make when they crash into the wall. Children explore with texture as they dig in the sand, filling up and emptying buckets and moulds. The activity is extended as children talk about family members and relatives who live near the seaside. Children also create pictures using paint at the easel.

Good relationships are forming between staff and children. The self-esteem of children is very good. Children are familiar with what is expected of them and are well behaved. Any minor unwanted behaviour is dealt with swiftly and sensitively. Children have a great sense of belonging. A club council has been set up where children get together to look at improving the setting and increasing toys. All children are included and they are able to contribute with ideas through discussion, writing and drawing pictures. Children are also invited to ask questions at staff interviews, which supports children in feeling valued and listened to.

Children follow good hygiene procedures which are effectively supported by staff practice. For example, children know to wash their hands after they have used the toilet and before they eat. Staff use gloves to deal with any soiled clothing and use anti bacterial spray to wipe surfaces down before food is prepared or where children eat their food. Children bring packed lunches from home and staff monitor the contents to ensure these are healthy and well balanced. Lunch time is a social affair where all staff and children sit together to enjoy their food. Children recognise when they are thirsty. Older children help themselves to jugs of water and diluted juice, while new and younger children are supported by the staff. Once finished, children place the used cups in the 'ready to wash up bowl' so germs are not spread. Healthy snacks are provided by the club, such as, fruit, yoghurt and toast. Outdoor play is a significant part of the day and staff promote this through providing free flow between indoors and outside, as well as more structured time on the village playing field. Children experience time outside in all weathers as staff ensure they have access to appropriate clothing by reminding parents to bring hats for when it is sunny or a change of clothing if it is wet. Children are establishing key skills to support their future learning. For example, they participate in fire drills so they learn about their own safety and how other people help within the community. They use programmable toys, such as, computer games and remote controls for the television and mark make using a range of pens, crayons and felt tips to draw pictures and write about the activities they enjoy at the club.

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