

Time Out

Inspection report for early years provision

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Inspection date

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Inspector

ISP Inspection

Setting address

Wallands School CP, Gundreda Road, Lewes, East Sussex,
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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

Time Out is a privately owned after school club. It has been running for several years and the current owner took over in 2004. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms in Wallands CP School in Lewes. All children share access to a secure enclosed outdoor play area. A maximum of 30 children aged under eight years may attend the club at any one time. The breakfast Club is open 7.30am until 8.50am, and the after school club is open from 3pm to 6pm Monday through to Friday during term times. There are currently 63 children on roll, of these seven are in the early years age range. The club makes provision for children with special educational needs and/or disabilities and those who speak English as an additional language.

There are five members of staff including the owner. Four of the staff hold appropriate qualifications and one is unqualified. The club has strong links with the host school, neighbouring school and other providers of early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to the club. They are safe, happy and enjoy the company of the staff and each other. All staff check rigorously for safety but as yet a fire drill for the breakfast club has not taken place. This is an inclusive club where adults respect children and support them well in their development and care. Children's needs and interests are well met. The management is committed to continual improvement and links with the parents and other providers is strong.

What steps need to be taken to improve provision further?

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

- organise tea and snack time so that children have greater opportunity to develop their independence
- consider carrying out emergency evacuation procedures at different times of the working day.

The effectiveness of leadership and management of the early years provision

There are good measures in place for the care and safety of all children. Policies and procedures are understood by all staff and they are available for parents and visitors if requested. Safeguarding procedures are a priority including those that ensure all staff are suitable to work with children. Risk assessments are diligently carried out before the children arrive. Staff remain vigilant throughout the session and children are expected to help keep the club a safe place. Fire drills are a

regular event for the after school club but since the opening of the breakfast club there has been no evacuation drill for the children who attend so they know how to keep safe.

The deputy and manager have a good understanding the strengths of the club and areas to improve. The parents and the children are involved as their views and opinions are sought through questionnaires and discussions. In response to parental requests, the provider has opened a breakfast club which is now well established and growing in numbers. Recommendations from the last inspection have been completed. The manager, deputy and staff meet regularly; they work well as a cohesive team supporting children's development and needs. The club also receives support from the host school and other providers of early years education ensuring the progress made in children's social and personal development is effectively maintained. There is a wealth of good resources which are well used and appropriate for the age and needs of the children.

Training and development is important to the staff. The deputy is soon to take on the role of special needs coordinator and has applied for training to be competent in this role. She is full of enthusiasm and commitment and receives help from outside agencies, such as the local authority and the outreach workers. The staff consider very carefully children's entitlement to have a right to play, to say what they think and be listened to about decisions that affect them. All adults ensure that children integrate fully and are involved in all the activities. They make the most of diversity and celebrate the difference positively.

Every member of staff is fully aware of the values and principles of playwork. Daily planning of the activities includes many different types of play to support children's development. Consequently, children's play promotes a diverse and inclusive environment that supports children's rights and allows them to take risks sensibly. Staff are consistent in their behaviour management and the same rules apply as in the host school so children know what is expected of them.

Partnership with parents is good. Parents are fully informed about their child's achievements. For example, the staff record what children do and take time to discuss with parents their child's interests and needs. Photographs of children at play are proudly displayed, which gives children a good sense of belonging. Parents appreciate all the hard work that the staff do to ensure their children are happy and enjoy themselves until they can be collected. As one reported 'I have a hard job to get them to come home and now they want to come to the breakfast club'.

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

Activities are planned to meet the children's needs and interests, and to develop and value play so children will enjoy their learning. Children's ideas are carefully listened to and put into place if at all possible. Children put their suggestions forward verbally; younger children are supported by older children and adults in this activity. There is a great family feeling. All children get on extremely well with

each other and as a result they work and play in harmony.

Children look forward to seeing what staff have in store for them in the club. They know the club routines well and really enjoy the outside activities regardless of the weather. The enjoyable club activities include all areas of learning but the outdoor environment is a firm favourite. Staff support children to sort out their disagreements through their play, which helps children cooperate and share. They develop a wide range of knowledge and skills through their play. They learn how to get on with each other and understand the importance of helping and taking responsibility, such as tidying up after themselves. Children's progress and development continues in the club due to the close work of all professionals involved with the children. Their progress can be seen in the observation records that the key worker keeps and shares with the teachers and parents.

All children feel safe and secure and develop a good sense of belonging. The rules are adhered to by polite, well mannered and considerate children. They show great empathy towards each other and treat each other and adults with respect and courtesy. Everyone learns how important it is to be tolerant and fair.

Children have a good understanding of keeping themselves healthy. There is no need to remind them to wash their hands as they know how important this is to keep them healthy. They know exercise is good for them but also they know when to take a rest or just sit and recharge their batteries. They learn about healthy food and enjoy the morning breakfasts. For example, children said that scrambled egg on toast is their favourite snack with a crunchy apple for 'afters'. However, children are not consistently involved in the preparation or allowed to make their own snack, which restricts their independence.

Children are friendly and contented. The older children look out for the younger members and there is a good family feel to the club. All the experiences children have here will help to prepare them for the future and enable them to contribute to a community to make it a good place to work and play.

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

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| 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

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|--|---|
| 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

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| 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

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| 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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