

Chapelfields + District Outta School Club

Inspection report for early years provision

Unique reference number	321612
Inspection date	12/05/2011
Inspector	Deborah Wylie
Setting address	Westfield Primary Community School, Askham Lane, York, North Yorkshire, YO24 3HP
Telephone number	07769 965507
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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

Chapelfields + District Outta School Club has been registered since 1997. It is managed by a committee of parents, carers and members of the local community. It operates from a separate building in the grounds of Westfield Primary Community School on the outskirts of York, in North Yorkshire. The group opens Monday to Friday for 52 weeks of the year, except for bank holidays. Opening times are 8am to 6pm during school holidays and from 3pm to 6pm during term times.

The group is registered to care for a maximum of 40 children aged from two years to under eight years. All of whom may be in the early years age range. There are currently 75 children on roll, of these 31 are aged under eight years and of these four are within the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions, and most are pupils at Westfield School.

Currently five staff work with the children. They all have appropriate early years or play work qualifications, one at level 2 in playwork, three at level 3. The leader is working towards a level 4/5 in Early Years Childcare and Education. The group receives support and advice from the local authority. It is a member of the national charity 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy a relaxed, happy environment where they demonstrate confidence and strong emotional security. The club is inclusive with a named Special Educational Needs Coordinator. Children have appropriate opportunities to make progress in their learning and development. Systems for observing their achievements are developing. Most of the required documentation is in place. Leaders are developing their awareness of best practice in some areas of the Early Years Foundation Stage and show a suitable capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain a record of particular aspects of the environment that are checked on a regular basis and clearly state when and by whom they have been checked. (Suitable premises, environment and equipment).

26/05/2011

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

- develop further the systems for observing children, in order to respond appropriately to help them make progress.

The effectiveness of leadership and management of the early years provision

Staff show a suitable understanding of safeguarding procedures in order to keep children safe. Appropriate recruitment procedures ensure children are cared for by staff who are well qualified in early years and playwork and who have undertaken Criminal Record Bureau Disclosure checks. Daily checks are in place to ensure the club is suitable and safe for children to access. Regular risk assessments both indoors and out, reduce the chance of accidental injury. However, these are not all recorded, which is a breach of the requirements. The required staffing ratios for children in the early years age range are appropriately adhered to. Resources are suitably deployed and sufficient to cover each of the areas of learning.

Friendly relationships have been developed with parents and carers, which promotes continuity of care. They speak highly of the club, appreciating the service it delivers in the community. The club's partnership with other providers and services effectively supports children's well-being. Staff liaise with other professionals as needed to meet children's individual needs. The staff have adequate contact with other practitioners where care and education is accessed in more than one setting. This enables them to sufficiently complement activities.

The manager is motivated to seek further improvement in the setting. Along with the staff she satisfactorily reflects on their practice and implements suitable plans aimed at improving weaknesses, with support from the local authority.

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

Children are confident and comfortable at the setting and enjoy their play both with their peers and independently. Standards of behaviour are good as children demonstrate good manners towards one another and to the adults. They share resources well, for instance where several children join in with interactive computer games at the end of the day. Thus demonstrating positive examples of collaboration and cooperation, alongside mutual respect.

The selection of books made available to the children and visits to the library nurtures their enjoyment of the written word. Children enjoy using their imagination as they pretend to go to the safari park. Use is made of the local area giving children a breadth of opportunities, including visits to the museum and trips on an open topped bus. They access carefully chosen computer games to nurture their skills for the future. A selection of board games and construction activities satisfactorily promote their problem solving and reasoning skills. Awareness of the

wider world is developed appropriately through various practical activities and resources, which reflect cultural diversity.

There is an appropriate balance of freely chosen and child-initiated play. The learning environment offers children free access to a range of resources in labelled storage on open shelves, which promote free choice and independence. Staff observe children, however do not always use the information gained to effectively extend children's experiences.

There are good opportunities for children to stay healthy at the club. They enjoy a range of nutritious snacks, including raisins, cucumber, carrots and crackers, which they self select before chatting about their day to one another. They have daily opportunities to partake in active play outdoors, playing chasing games, football and using small outdoor resources, such as basketballs. Children learn about the importance of good personal hygiene and become increasingly independent in their personal care. They develop a suitable understanding of how to keep themselves safe as they practise the fire evacuation procedure and use a selection of tools and resources safely.

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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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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