

JB's and Earlybirds Out of School Care Club

Inspection report for early years provision

Unique reference number	EY273092
Inspection date	19/05/2011
Inspector	Jane Shaw
Setting address	Baines Endowed School, Station Road, Thornton-Cleveleys, Lancashire, FY5 5HY
Telephone number	01253 823 420
Email	
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

JB's and Earlybirds Out of School Care Club is run by a committee and was registered in 2004. It operates from the school hall and canteen within Baines Endowed School in Thornton-Cleveleys, Lancashire. Children also have access to secure school outdoor play areas. The setting is open Monday to Friday from 7.45am to 8.55am and from 3.20pm to 5.30pm term time only. Children attend from the host school only.

A maximum of 30 children aged from four to under eight years may attend the setting at any one time. The setting also offers care for children aged eight to 11 years. There are currently 92 children on roll. Of these, 50 are under eight years and of these nine are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff who work directly with the children. Of these, two hold a qualification at level 3 in Playwork, one holds a National Nursery Examination Board (NNEB) qualification, two hold a qualification at level 3 in early years and two hold a qualification at level 2 in Playwork. The setting receives support from the local authority and is a member of '4Children Network'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

JB's and Earlybirds Out of School Care Club provide the children who attend with a very welcoming and fully inclusive environment. Staff know each child well, they value their individuality and uniqueness and overall document their progress well. As a result children are happy, settled and make good progress in their learning and development. Children's care, welfare and safety are well promoted as a result of effective team working, clear policies and procedures. Partnerships with parents and carers are extremely well developed and effective relationships with other early years professionals support children's placements well. Self-evaluation is effective, demonstrating the setting's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance developmental records to regularly include evidence of children's learning through photos and words.

The effectiveness of leadership and management of the early years provision

Safeguarding children is well prioritised. Staff show a clear understanding of the procedures to be followed in order to safeguard children. Effective recruitment, vetting and induction procedures are in place to ensure the suitability of all staff working with the children. Records, policies and procedures are well organised and effectively support children's welfare and well-being. For example, staff complete detailed daily risk assessments to ensure that the environment is always safe, clean and fit for use. Full risk assessments are completed and are regularly reviewed, and fire drills conducted. Documentation is well maintained in order to promote the safe and efficient management of the setting, for example, policies and procedures and child detail forms are regularly updated.

Staff are committed to their role. They attend regular training and development opportunities to enhance their skills and knowledge and meet regularly to discuss planning and children's development. The successful completion of recommendations raised at the last inspection and detailed self-evaluation demonstrates the setting's commitment to driving improvement and embedding ambition. Staff organise the space and resources well in order to provide the children with a fun environment where their learning and development are fostered. Staff have a good knowledge and understanding of individual children's needs and abilities which ensures that these are met. Excellent staff ratios on a daily basis support children's safety and welfare and enables staff to support children's activities, learning and development.

Partnerships with parents and carers are excellent. They have access to an extensive range of information about the setting and what it offers their children. For example, they are made aware of the settings' policies and procedures, which are displayed at all times and are contained in their initial brochure. Children's details forms are reviewed and updated annually. Parents and carers spoken to confirm their complete satisfaction with the setting, and the care and support their children and they receive. Staff feedback to parents and carers as they drop off and collect their children and they participate in regular surveys of the setting. Results of the survey are displayed in the base room and added to the website. Staff act on all suggestions made. Partnerships with other early years professionals are good. Clear communication takes place between reception staff in the host school, which includes messages and specific issues relating to individual children's welfare needs. There is effective sharing of information about activities or individual children's progress and achievements. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

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

Staff have a good understanding of the learning and development requirements and use this knowledge well to offer children access to a wide range of activities

and experiences. An effective key person system ensures children feel safe and secure, and as a result, they make good progress in their learning and development. All staff undertake observations and assessments of individual children's progress and achievements, and a designated member of staff has taken responsibility for updating developmental records. However, these records do not always include evidence of children's learning through photos and words. Children arrive from school happy and eager to participate. Children's opinions are highly valued. For example, children confidently plan for and independently select activities on a daily basis and participate in regular questionnaires. They freely move between the indoor and outdoor play areas. Children's behaviour and attitude to learning is extremely positive. They play very well together at the variety of activities available, share and take turns.

Snack times are social occasions where children from different classes enjoy sitting together with staff and talking about their day. This helps children to communicate effectively. Children confidently negotiate and make suggestions during play, for example, taking on different roles during role play and den building. They have a good variety of opportunities to write, make marks and use books so their literacy skills are promoted. Children develop good problem solving skills as they use table top activities or build towers and other models. The available outdoor play space gives them the opportunity to be involved physical activities in large and small groups. For example, children enjoy participating in games of football, bat and ball activities and negotiate obstacles when riding bicycles. Children's creative skills are developing well. They eagerly produce unique individual and group pieces of art, such as using clay and creating a large group display to celebrate the Royal Wedding. They watch what happens when mixing red, white and blue, and make their own prints. They are engrossed in imaginary play using a variety of small world resources.

Children enjoy healthy snacks, for example, tasting a variety of breads from around the world. They have access to fruit and drink at all times, independently accessing drinking water after exercise. They are aware of the need for good hygiene routines, and together with outdoor play opportunities children's health, welfare and physical development are well promoted. Children are encouraged to develop an awareness of their own safety and well-being through discussions; they are reminded about the safe use of tools and equipment during their play and their safety when in the outdoor play space. The activities and opportunities offered; staff interaction and commitment clearly supports the development of children's skills for the future.

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	1

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	1
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