

Lady Modifords Out of School Club

Inspection report for early years provision

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Inspector

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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

Lady Modifords Out of School Club was established in 1999. It is managed by a committee set up by the governing body. It operates from Lady Modifords school hall in the village of Walkhampton, Devon. The hall is accessed by steps and children have use of the outdoor play areas.

The Out of School club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register, to care for a maximum of 16 children, aged from two years to under eight years, 16 of whom may be in the early years age range, at any one time. Children aged from eight to 11 years also attend the setting. There are currently 24 children on roll, two of whom are in the early years age group.

The club operates from 7.30am to 9.00am and 3.20pm to 6.00pm, Monday to Friday, during term times. The club employs five members of staff, four of whom hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide warm and consistent care for children in the Out Of School club. They plan informative topics and have a variety of equipment to interest children. They know the children well and take account of their ideas or suggestions. Children are happy and secure as their individual needs are met. They are occupied throughout the session and involved in some of the organisation tasks. Staff have good relationships with parents and school staff, which contributes towards consistent care for children. They reflect on their practice and demonstrate a clear capacity for continuous development.

What steps need to be taken to improve provision further?

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

- review the organisation and preparation of snack time and play activities for children, to further promote children's involvement and independence skills.

The effectiveness of leadership and management of the early years provision

Staff implement a comprehensive range of policies and procedures to promote children's health, safety and well-being. Records and documentation are maintained in order; for example, in respect of accidents, illness and children's

details. Staff meet ratios at all times and provide additional cover when required, to meet children's needs. A register of attendance is kept and safe arrangements are in place for escorting children to and from school. Premises are safe and suitable, with a secure entry system and risk assessment procedures in place. Staff have clear knowledge of the Local Safeguarding Children Board procedures. They attend appropriate training and inform parents of the child protection policy. Robust vetting and recruitment procedures mean that children are cared for by suitable persons.

Staff work well together in their organisation of the sessions. Space is defined into different areas, such as, creative, constructive and imaginative play. Resources are in good condition and set out on mats and tables for children to choose from. Staff prepare snack whilst children sit at the table and chat with an adult about their day. Children have some opportunities to be involved in the preparation of food and activities, although not consistently. Staff promote healthy eating and meet children's dietary requirements. They have a positive approach to managing behaviour, with clear rules and expectations, which children understand. Children benefit from fresh air and exercise and like to play outside as often as possible.

Staff effectively provide information for parents through regular discussions, notice boards and children's activity books. They offer a warm welcome to parents and have friendly relationships. Parents provide positive feedback and value the care given. They like the relaxed environment, interesting topics and describe how happy their children are to attend the club. Staff work closely with teachers with regard to children in the Early Years Foundation Stage. They are developing consistent observation and assessment procedures to note children's learning and development. Since the last inspection the club has moved into the school hall and previous recommendations are fully addressed. This results in improvements to the premises, record keeping, organisation and staff suitability. Staff attend training; for example, to update their first aid and food hygiene certificates. They meet with the committee and local authority to discuss their provision and identify future development.

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

Children arrive happily and are pleased to be with their friends for before and after-school activities. They call the group the 'Hangout Club' and have designed a logo, which promotes their sense of belonging and ownership. Children are also proud to have had their illustrations published in a school network series of books. They show good levels of self-esteem and confidence, readily approaching staff and sharing their thoughts. Children know that they can request resources and understand that others must be put away first. This contributes towards a safe play area and children's awareness of responsibility. Staff plan interesting activities during the term to raise children's awareness of safety and public services. For example, visits from the fire and police officers are arranged. Children's learning is extended as they consider the origins of the police force and history of uniforms.

Children behave well and are considerate towards others, for example, they understand why noise levels need to be comfortable. Older children interact well with younger children, involving and supporting them in play. Children decide where they want to play and are occupied throughout the session. They sit at tables to draw or have fun with staff as they play games together. Children play cooperatively, sharing resources as they construct models or play with the doll's house and accessories. Hoola-hoops prompt children to exercise, develop coordination and practise physical skills. Outdoor equipment and sports-type games provide further physical play opportunities for children. Snack times are sociable and children demonstrate a good awareness of healthy eating. They learn about seasonal fruits and vegetables and understand which foods are good for them.

Children have individual books showing a range of examples of their creative, and varied, activities. These include different types of painting, collages, finger puppets and self-portraits. Themed word puzzles and games link to safety on the beach and the role of lifeguards. Children develop knowledge and understanding of the world as they learn about other countries and customs, such as, in France, China and Canada. 'Edward Bear' is a popular resource with children and has a variety of clothes. Children take turns to take him travelling on holiday and to family events. They record their shared adventures and contribute to the wall displays. Children enjoy being in the club, form good relationships and have fun as they learn through 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

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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