

# Norbreck Out of School Club

Inspection report for early years provision

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**Unique reference number** EY334662  
**Inspection date** 28/02/2011  
**Inspector** Sandra Williams

**Setting address** Norbreck Road, Norbreck, Blackpool, FY5 1PD

**Telephone number** 01253 853452

**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

Norbreck Out of School and Holiday Club has been registered since 1994. Norbreck Happy Days Limited assumed ownership of the club in April 2006. The club operates from a pre-fabricated building behind Norbreck Primary School located in a residential area of Thornton Cleveleys. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from five rooms, as well as, a large hall. The children have access to an enclosed outdoor play area. It is open from Mondays to Fridays from 8am until 9am and from 3pm until 6pm during term times. A holiday club also operates during holiday periods.

A maximum of 50 children under eight years may attend the facility at any one time, of which, no more than 50 may be in the early years age range. There are currently 101 children on roll, of which 51 are in the early years age range. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language. There are 11 members of staff who work with the children, nine of whom hold appropriate early years qualifications to a minimum of National Vocational Qualification Level 2 and 3. The manager is working towards an early years degree. The staff group is working towards the Steps to Quality Award and the setting has successfully achieved the Investors in People Gold Award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as they enjoy a wide range of activities and can easily access most of the resources independently. The staff know the children well, respect their uniqueness and encourage their individuality. Strong partnerships with parents and others contribute to ensuring that the needs of all children are met to a high standard. Children are safeguarded as most of the safety procedures are in place. The self-evaluation and monitoring systems ensure continuous improvement in the practice and the managers and staff have a clear understanding of their strengths and areas for development.

## What steps need to be taken to improve provision further?

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

- update the registration details of all of the children attending the facility to include information from all parents about who has legal contact and parental responsibility for the children. (Safeguarding and
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promoting children's welfare)

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

- improve the deployment of some of the resources, such as, the dressing up costumes, to ensure children can access them easily.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded because the staff have undertaken safeguarding training and have a good understanding of their responsibilities for keeping children safe. Robust policies and procedures are in place to ensure any concerns about the children are dealt with effectively. The clear recruitment procedures ensure that the staff are suitable and safe to work with children. Risk assessments are thorough and minimise risks to children whilst in the setting and on outings. Children are kept safe due to the good organisation by managers and the vigilance and deployment of staff providing high levels of supervision to all children. The premises are kept locked during the operational hours, which means that intruders cannot enter the building and children cannot leave unsupervised. The required documentation for the smooth running of the club is well organised and mostly in place. However, not all of the registration forms for all of the children have been updated to include information from parents about who has legal contact and parental responsibility of the children. This is a breach of a legal requirement.

The staff promote equality and diversity very well by ensuring that the setting is an inclusive and welcoming environment where all children are welcome. Children and their families who have English as an additional language are extremely well-supported and welcomed. For example, the staff provide documentation for the families in their first languages to enable them to feel included and to understand the policies and procedures of the setting. Welcome posters on the front door in different languages give a good first impression to everybody who attends. The effective deployment of resources ensures that children are enabled to make independent choices and move easily from one activity to another. However, some resources, such as, dressing up costumes, are incomplete and are not easily accessible to the children. This does not fully promote their opportunities to express themselves creatively and fully encourage their imaginative play.

Regular two-way communication between parents and the staff ensures that the children's needs are well met. Parents find the staff friendly and approachable. Information is shared verbally, as well as, through questionnaires, newsletters and suggestion boxes. Good liaison also exists with other professionals who work with the children. Strong links exist with the staff at the school, which also has a very beneficial impact on the children's overall welfare. The high level of commitment by managers and staff and their self-evaluation systems clearly demonstrate how they strive to maintain their professional development and continuous improvement. They undertake a number of training courses and are able to demonstrate how they apply their knowledge to their practice.

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

Children are happy and settled at this out of school club. They are well supported by enthusiastic and experienced staff who have a clear understanding of their individual needs. Planning for activities is clearly based on children's individual needs and interests. The staff have a good knowledge of each child's stage of development in all areas of learning and keep clear records of their progress. The children have good opportunities to adopt healthy lifestyles. Outdoor play in the fresh air fully promotes the children's health and well-being. The children are also able to access the large hall for physical games. The children develop many physical skills as they play ball games, such as, football and dodge ball. The children follow good hygiene practices as they wash their hands before eating and they know that this is necessary to get rid of germs. They make healthy choices at snack time from the range of different fruit on offer. Children feel safe in the care of the staff with whom they have developed close and trusting relationships. They learn about keeping themselves safe and are well-behaved and cooperative as they follow the club rules, such as, not running inside. Children happily play with their chosen activities either in small groups, pairs or independently. They are encouraged to play nicely together and share the toys and take turns.

The children develop skills for the future in many ways. Their growing awareness of numbers and problem solving is encouraged as they count, for example, when playing games and puzzles. The children have many opportunities to make marks, for example, with paints using their fingers and sponges to make patterns. They learn how to use everyday technology as they play with programmable toys and interactive computer based games. Children learn about the wider world through various themed activities throughout the year, such as, Chinese New Year. They enjoy trips out into their local community, such as, watching a film at the local cinema. The children happily engage in many creative activities, such as, baking, making and playing with play dough and creating hair styles for each other during the pamper day. Overall, children greatly enjoy their time at this setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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