

Clifton Moor 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

The Clifton Moor Out Of School Club was registered in 1999. It is managed by a voluntary parent committee. It operates from the Community and Church Centre in Clifton Moor on the outskirts of York. The club serves the children from the local primary school and occasionally children from other schools in the area. The club uses the main hall and associated facilities within the centre for the children. There is an enclosed grassed area adjacent to the centre for outdoor play.

The club opens Monday 3pm to 5.30pm and Tuesday to Friday from 3pm to 6pm term time only. Children are able to attend for a variety of sessions. A maximum of 32 children may attend the club at any one time. There are currently 75 children attending and seven are within the early years age group. The club also offers care to children aged over five to twelve years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs.

The club employs four members of childcare staff and all hold relevant qualifications at level 3. The club is a member of the Clifton Early Years Partnership Group and '4 children'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and enjoy their time at the club due to the staff's supportive and caring approach. The range of activities fully support the children in their ongoing learning and development which enables them to make good progress in an inclusive environment. Overall, the range of information provided promotes children's safety and wellbeing effectively. Good links are established with the school which provide a shared and consistent approach to children's needs. The staff and committee work well together to evaluate the club's practice and provision, which identifies areas to develop for the future.

What steps need to be taken to improve provision further?

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

- review the health and safety policies and procedures to ensure these link to current guidelines.

The effectiveness of leadership and management of the early years provision

Staff regularly update their safeguarding training which enables them to be well informed about child protection procedures. The relevant guidelines and contact details of the safeguarding support agencies are clearly recorded and accessible to

the staff. The recruitment and selection procedures are effective to ensure the suitability of prospective staff through relevant checks being completed. New staff complete an induction programme and regular appraisals are in place as part of the staff's self-development. The club's risk assessments provide details of all aspects of the premises used by the children. These are monitored to minimise accidents and risks to children and staff. The range of policies, procedures and other documentation are detailed and reviewed by the committee and staff which support the effective management of the club. However, some policies still contain details of previous guidelines, particularly in health and safety. The club promotes different celebrations and traditions through the year with the children which include other cultures. Children's individual needs are recognised and valued by staff to ensure any additional needs are identified and supported. The staff takes account of the needs of individual groups of children when planning activities, for example, such as boys and girls. Staff are confident to challenge any form of discrimination and bullying. Children have a good selection of resources and equipment to choose from as they arrive at the club. This varies throughout the session as the children request additional resources which extend their interests and ideas, such as baking biscuits or being outside. The space and facilities are managed well to provide a balanced range of activities for the children within the constraints of the building.

The staff and management committee evaluate all aspects of the club as part of their ongoing development plan. Contribution to this process is sought from parents, staff and the children. The club's strong link with the school's reception class teacher and other staff ensures information is regularly shared so the club staff can plan activities which support and complement what the children are doing at school. The partnership with parents is good and there is a wealth of information provided to enable parents to know what is offered and how their children's safety and welfare is managed. Parents are kept up-to-date with the club's activities through the display-board and newsletter. Feedback from parents is through daily contact with the staff and the questionnaires. Parents' comments are very positive about how much their children enjoy coming and taking part in the various activities provided by a caring and supportive staff.

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

The staff have continued to develop their skills and knowledge of the Early Years Foundation Stage. The children have an allocated staff member to be their key person. The staff plan an overview of activities offered through the week for all the children which include how these link into the areas of learning. The club's strong partnership with the school ensures information is regularly shared regarding children's individual learning objectives. The staff use this to inform their observations of the children which are shared with the school in supporting their ongoing development and progress.

Children are settled at the club and the trusting relationships formed with the staff enable them to feel safe. Children enjoy talking with staff about their day at school or other news they have which is managed at circle time. This allows all the

children the opportunity to be confident to share information and to be listened to. Staff plan activities to support the children to improve their number, communication and problem-solving skills. These include board games, writing and developing their mark-making skills. Children have access to books which provide the opportunity for them to read on their own or together. Children enjoy their creative activities and make various models and collages. Children actively take part in group activities such as treasure hunts and baking activities. There are various role play and small world resources which enhance the children's imagination. Children contribute to the club rules which promote a consistent approach to positive behaviour such as no bullying and respect for each other. Children are well behaved as they are busy and engaged in what they are doing. The staff provide effective praise and encouragement to the children which enhances their confidence and self assurance.

Staff promote good hygiene practices with the children who know the importance of washing their hands, such as before snack time. Information is provided on the care of the children if they become ill which is shared with parents. The children and staff plan the daily snacks which enables them to identify what are healthy choices. The staff use circle time to discuss issues such as stranger danger, road and water safety. Children take part in the regular fire evacuation procedure and are informed about safe practices such as when baking. The children have daily opportunities to play outside which enables them to be energetic and have fresh air after school. The use of the indoor hall provides additional physical equipment and activities for them.

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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