

# The Robins Nest Out of School Club

Inspection report for early years provision

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**Unique reference number** EY412709  
**Inspection date** 06/06/2011  
**Inspector** Lindsay Dobson

**Setting address** Carr Green Cp School, Carr Green Lane, BRIGHOUSE, West Yorkshire, HD6 3LT  
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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 Robins Nest Out of School Club is managed by an individual owner. It opened in 2010 and operates from Carr Green School in the village of Rastrick in Brighthouse. Children are cared for in the school hall and they have access to the school grounds for outdoor play. There are schools, shops, parks and public transport links in the local area. It is open each weekday from 7.30am to 9am and from 3.20pm to 5.45pm during term time and for full days during school holidays.

The club is registered on the Early Years Register. A maximum of 32 children may attend the club at any one time and there are currently 90 children on roll of whom 23 are in the early years age range. The club also offers care to children aged up to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are currently five members of staff,, including the manager working with the children, of whom three are qualified to level 3 in childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this busy, lively club and are eager to be involved in the play activities on offer, both indoors and in the outdoor play area. Staff are welcoming, enthusiastic and know the children and their families well. This supports children's satisfactory progress in their learning and a sense of security in the setting. The manager and staff are in the very early stages of implementing their systems and procedures to evaluate the provision's strengths and areas for improvement. Staff meet children's individual developmental needs appropriately and promote most aspects of their safety, welfare and learning successfully. Partnerships with parents and the school are developing well.

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

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

- update the record of risk assessment to include all outings and trips
- improve hygiene practices, with particular regard to children's hand washing routines
- develop further the systems of self-evaluation and reflective practice to support quality, identify areas for improvement and promote the outcomes for children.

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

There are clear written policies and procedures in place in relation to safeguarding children and there is a designated member of staff with overall responsibility. Staff are secure in their knowledge of the procedures to follow if they have a concern about a child and understand their roles and responsibilities in relation to safeguarding children. All staff have undergone appropriate vetting checks to ensure they are safe and suitable to work with the children. The environment indoors and the school playground are safe and children are able to move around freely and safely because staff carry out detailed risk assessments and daily checks to identify and minimise any potential hazards. Planned outings are fully risk assessed to ensure they are carried out safely and children have fun experiences. However, visits to the local park have not been included in the record of risk assessment to fully promote all aspects of children's safety. All other required documentation is in place and appropriately maintained.

Staff develop sound relationships with parents and carers. They exchange verbal information at the start and end of each session, keeping parents informed about what the children have been doing and the care they have received. This is further supported by the monthly newsletter given to them, enabling the staff to pass on more detailed information and offering the parents an opportunity to comment on the club and pass on their thoughts and views. Parents seen during the inspection are happy with the care their children receive and comment on how the children do not want to go home or want to come to the club on days they are not booked in. Resources including staff and the available accommodation are deployed suitably to help maximise children's development and happiness. The setting promotes inclusion and all children are able to engage in all activities. They learn about diversity through planned topics, cultural celebrations and resources promoting positive images of difference. The partnership with the school is developing well, enabling the staff to complement learning and support children's development.

Systems to self-evaluate the provision and reflect on current practice are in the very early stages. The staff team discuss their ideas for improvement at staff meetings and there are plans in place to seek the views of the parents and children through the completion of questionnaires. However, current practice is not sufficiently effective to identify areas for improvement and further promote the outcomes for children.

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

Children enjoy attending the club where they are happy, settled and well behaved. They choose and help themselves to what they want to play with from the appropriate range of resources and play materials readily available to them. Children have opportunities to play alone or in small groups, with a balance of child-initiated and staff-directed activities. They have established a good

relationship with staff, who enthusiastically engage with them in their play. Staff understand children's interests and provide well for these, for example, some children enter the setting and eagerly use the creative materials available to them. They use stencils to draw and felt pens to colour their pictures, while some children access the paints and enjoy free painting. Other children show off their construction and modelling skills as they make spaceships and rockets with a sound range of small construction equipment. A new 'den' has been purchased for the children and they enjoy using their developing skills of teamwork as they fit the pieces together, connecting right angles and using their problem solving skills. Staff offer lots of praise for their efforts and are on hand, along with some of the parents who have arrived to collect their children, to offer advice and support. The children are clearly thrilled with their achievements and busily plan what they can use the den for. Key staff are maintaining an individual learning journey for all early years children. They are using observations of children at play to assess their development and are linking these observations to the areas of learning. The developing working partnership with the nursery and reception teacher enables the staff to offer appropriate support to enhance and complement valuable learning opportunities.

All children enjoy accessing the safe and enclosed outdoor play area. They join in with their friends to play a game of football and climb and balance on the large stones, developing their large physical skills. Some children enjoy hunting for bugs and spend extended periods of time looking for insects and spiders, shouting to their friends and the staff to come and see what they have found. Children have the choice to play indoors or outside and sound staff deployment ensures all children are appropriately supervised. Children are learning to manage their own safety, health and behaviour. They take part in regular fire drills from the setting and help to keep the environment tidy. Children are encouraged to wash their hands before they eat and after toileting and can access tissues for themselves. However, the current routine of sharing a bowl of water before they have snack does not ensure they are protected from cross-infection. Children's behaviour is appropriate to their age and stage of development. They begin to understand the consequences of their actions and are learning to respect the feelings of their peers. Staff encourage the children to use good manners, share and care for each other. Children are confident in their setting and they enjoy their time in this fun, happy and engaging environment.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
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