

# Barnack School "Home From Home" Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	256738
<b>Inspection date</b>	21/06/2011
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<b>Type of setting</b>	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**

Barnack Home from Home Out of School opened in 1995. It is a committee run setting and operates from a mobile classroom in the grounds of Barnack Primary School in Stamford, Lincolnshire. The setting provides out of school care and a holiday club. Children have access to an enclosed outdoor play area, and to the school's playground and playing fields. The setting serves children and families from the local and surrounding areas.

A maximum of 24 children from three years to under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 43 children on roll, of these, five children are within the early years age group. Children attend for a variety of sessions. The setting opens Monday to Friday from 8am to 8.50am and from 3.30pm to 6pm during school term time. The holiday club opens Monday to Friday from 8am to 6pm.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, two hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children participate in a range of interesting and stimulating activities and share warm, friendly relationships with staff and their peers. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual learning needs and interests. Staff are caring, motivated and work well as a team. Meaningful partnerships with parents and teachers at the host school have been firmly established, ensuring children's needs are fully supported. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. The manager demonstrates a positive attitude and commitment towards the sustained and continuous improvement of the setting, which is well placed to develop in the future.

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

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

- provide regular opportunities for all children attending the setting to engage

- in regular fire evacuation drills
- develop further the process of self-evaluation in order to identify the setting's strengths and areas for improvement.

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

Priority is given to safeguarding children. Staff have an up-to-date understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, ensuring that children are cared for by suitable adults. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place to support the running of the setting. However, while staff and children are aware of the emergency evacuation procedures, fire drills are not completed regularly to ensure all children attending experience these frequently. The deployment of resources is good. For example, the effective deployment of staff both indoors and outdoors ensures that children are supervised safely at all times. The base room is very well organised and provides good opportunities for children to engage in a range of activities, including a quiet area where children can curl up and relax on comfortable sofas. A good variety of resources are accessible, labelled and help to fully support children's learning and interests.

Staff are caring, motivated and work well together as a team. They have a good understanding of their roles and responsibilities and have developed very positive relationships with all of the children. They are committed to improving outcomes for children and demonstrate a positive attitude towards the continuous improvement of the setting. Systems for monitoring the quality of the setting include the opinions of most stakeholders and are developing. There is a shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background. Consequently, all children are unquestionably included and fully integrated into the setting. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated, which supports children's care and well-being.

Meaningful partnerships with parents and carers have been firmly established. Parents speak very highly of the setting and say that their children are happy, safe and enjoy a wide range of activities. They also commented on the approachable and caring staff who are flexible in meeting the needs of both their children and their family commitments. There are regular exchanges of information and staff keep parents up-to-date about aspects of children's care and progress. A parents' notice board ensures that parents and carers have access to information about the running of the setting. For example, the registration certificate and public liability insurance are displayed. Parents also have access to the policies and procedures at each session. Staff have developed very positive links with teachers and other early years professionals at the host school, which ensures continuity of care for all children.

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

Children are happy, interested and fully engaged in a wide range of activities at this welcoming and stimulating setting. Staff are friendly, caring and spend quality time interacting and supporting children and, as a result, children clearly enjoy attending. All required documentation is completed on each child's admission which records their individual needs. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents and other professionals. Staff know the children very well. They observe and assess them as they play and use information gained to fully support children's ongoing learning and interests. Feedback from children during the inspection confirmed that they are happy and that they enjoy attending the setting.

Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. They are aware of what resources are available, confidently access toys and equipment, and seek help and support when required. Groups of children choose their own activities and follow their own interests. For example, there is great excitement and laughter as a group of children build with bricks while others confidently play a game of cards. At the creative table children enjoy designing their own pictures and carefully colour them in. Children play well independently and with their peers and show respect for each other as they share and take turns. Older children in the group are very aware of the younger children's needs, and they are caring and offer support when needed.

Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors in the fresh air where they engage in a wide range of activities. For example, they enjoy the challenges of the trim trail equipment, confidently negotiate space hoppers, balance on wooden planks and skilfully spin plates. Children explore their natural environment and have good opportunities to plant and grow fruit and vegetables. For example, they plant tomatoes, carrots, runner beans and potatoes, and are encouraged to help water their crops at the end of each day. The children and staff are looking forward to harvesting and eating their produce at snack time. Children attending the holiday sessions participate in a wide range of exciting activities. For example, they engage in cooking activities where they make pizzas, jellies and iced biscuits. They enjoy playing team games, modelling with dough, role play games and floor dominoes. They also welcome visitors, such as Dave the clown, who engages the children in learning new skills in entertaining, and the cupcake lady, who provides opportunities for children to bake and decorate their own cupcakes.

Children's behaviour in the group is very good. They behave in a manner that supports their learning, and they develop confidence and self-esteem because staff give regular praise, encouragement and support. Children also receive reward stickers for their achievements, and when they have three stickers the setting

celebrates their achievement with a gift from the 'Prize Box'. They learn how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children how to use equipment safely and reinforce the boundaries for outdoor play. For example, when children hear the whistle blow they know that they must assemble back in one group for a head count. Children's understanding of good hygiene practises are reinforced throughout the sessions. Healthy eating is promoted well as children access a range of healthy foods at snack time. Drinking water is readily available to the children throughout the session, ensuring that they remain hydrated. Children make a positive contribution to the setting by sharing their views and ideas about what equipment and activities they would like. Children are well prepared for their life outside the 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

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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