

EFG's Out Of School Club

Inspection report for early years provision

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Inspector Hilary McKenning

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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

EFG's Out Of School Club was registered in 2010. It is managed by a private owner and operates from the main hall in the Newsome Scout Hut, Huddersfield, West Yorkshire. The setting serves the local schools, community and surrounding areas. It is open Monday to Friday during term time from 7.45am to 9am and 3.30pm until 5.30pm. During the school holidays it operates from 7.30am until 5.30pm. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children aged from three to eight years may attend the setting at any one time. The setting also cares for children up to 11 years old. The setting receives support from the local authority's early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children feel safe and secure and have good self-esteem as they confidently initiate their own play within familiar surroundings. There are systems to monitor children's progress, although these are not fully established to effectively plan for their next steps within all areas of learning. There are policies and procedures to ensure children's safety and welfare are promoted and most of the required documentation is in place. Parents are made aware of the service provided and relevant details are maintained to ensure individual children's needs are met. The provider recognises the value of continuous improvement and is developing a system to monitor and evaluate the service they offer. Purposeful links with parents and other providers are being developed to enhance children's learning.

What steps need to be taken to improve provision further?

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

- develop further the planning to ensure all areas of children's learning and development are met
- develop further a system to share information regarding children's observations and assessments with parents and other providers of the Early Years Foundation Stage to involve them in their children's learning
- develop further the system to monitor and evaluate provision to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are appropriate and there are clear procedures in place to be followed should there be any concerns to ensure that children are protected. Risk assessments are in place and include clear expectations when going to and from school. These are reviewed twice a year to

ensure children's safety. There is a registration system in place to record children's and staff's attendance.

Staff are appropriately qualified and have a satisfactory understanding of how children learn. The setting is beginning to keep a written record of children's observations and identify the next steps in their development. However, the planning for all six areas of learning is not clearly identified. As a result, children's individual learning and development and the monitoring of their progress are not fully taken advantage of. There are ongoing discussions of how to improve links with parents and other providers of the Early Years Foundation Stage to ensure continuity of each child's learning and development. The setting is aware of the importance of monitoring and evaluating the service, and is developing a system to identify areas for future development and ensure continuous improvement.

There are a selection of policies and procedures which contribute to the operation of the service and the welfare of the children. These are reviewed regularly and shared with parents and include procedures for complaints. As a result, staff and parents are fully informed of the correct procedures they need to follow in these events to ensure that children's welfare is promoted. Most required records and documentation are in place and stored securely. Children are introduced to safety and how to keep themselves safe. For example, they readily discuss safety when playing within the setting and the route they take when taking part in the fire evacuation drills. Clear vetting procedures ensure that all adults in contact with children are suitable to do so.

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

Children are confident and settled within the familiar setting. They arrive eager to participate in activities and play with their friends. The range of activities provided give children satisfactory opportunities to have fun and enjoy their time together. Close friends work well together in a craft activity as they design and build bird houses and a bird bath with a variety of resources, such as feathers and glitter. Children cooperate with each other as they follow instructions when putting together the play tent. Children are able to ask for other activities that they wish to access. They are involved in planning and enter requests for activities in the ideas book, which are included in the weekly plans. Activities are based around children's interests, such as construction, role-play, craft and outdoor games. There are opportunities for children to access books and relax. Observations acknowledge how children achievements are developing to promote their learning. There are positive partnerships with parents to ensure children's individual needs are met, although this does not extend to the observation and assessment of children's achievements.

There is a positive approach to prompting healthy lifestyles. There are planned activities indoors and outdoors, such as football games. They develop their physical abilities and skilfully manoeuvre their bodies around as they take pleasure in the indoor obstacle course. Children enjoy healthy snacks and are able to help themselves to a selection of drinks, such as water or fruit juice. The setting is run with a positive approach to safety that allows the children to understand how to

keep themselves safe. Children and staff enjoy good relationships and are happy and secure within the setting. They are well behaved and are included in making the rules of the setting. This means they are able to take some responsibility for their own actions and develop an understanding of right from wrong. Inclusive practice is adequately promoted so that all children's individual care needs are met and their different cultural backgrounds are recognised. There are opportunities and resources available to raise children's awareness of diversity and promote difference and they take part in festivals and celebrations.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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