

Ashover School Child Care (Ashover Out Of School Club)

Inspection report for early years provision

Unique reference number	207212
Inspection date	12/07/2011
Inspector	Angela Howard
Setting address	Ashover Primary School, Narrowleys Lane, Ashover, Chesterfield, Derbyshire, S45 0AH
Telephone number	01246 591105
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

Ashover School Childcare opened in 1995. It is managed by a voluntary committee and operates from Ashover Primary School using the porta cabin and Nursery/Aftercare room. The group also have access to toilets and secure outside areas including a playing field and adventure playground. The facility serves the school and is open five days a week. Sessions are from 3.30pm until 5.30pm for out of school care. They also offer holiday play care at various times of the year and opening times depend on the need.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged from three to eight years may attend the setting at any one time. There are currently 55 children aged from three to under eight years and 38 children over eight years on roll, mostly in part-time places. There are eight members of staff employed to work in the out of school club, including relief staff. Six staff members hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

An inclusive and welcoming service is provided. Children have a strong sense of belonging and are keen to participate. The positive interactions with staff enable children to feel secure and help them to make appropriate progress in their learning. Informally planned activities ensure children are stimulated, sufficiently challenged and have fun. Staff have begun to reflect on the service offered, demonstrating a sound understanding of their strengths and have identified some areas accurately for improvement.

What steps need to be taken to improve provision further?

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

- develop the risk assessments to include what actions are to be taken to minimise risks in relation to the storage of bags and children's possessions
- monitor and review routines and the organisation of the setting to ensure that hygiene procedures are followed at all times and that snack time routines are followed by all children
- develop the observation and assessment system to include the child's next steps in learning to provide personalised learning, development and support
- build upon the links established with other settings providing for children in the Early Years Foundation Stage to ensure that the education provided complements the education received at other settings.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are appropriate and staff have a satisfactory understanding of how to protect children and what action to take should they have any concerns about a child's well-being or safety. Clear structures are in place for completing staff reference checks and detailed information is recorded to ensure that they remain suitable to work with children. Thorough implementation of all required policies and procedures ensure that children's safety and well-being are consistently and effectively promoted. There is a suitable system in place for risk assessments of the premises both indoors and outdoors. However, the area children store bags and coats in, is not robustly risk assessed and pose as a tripping hazard. Resources and space are used adequately to support the children's learning and help to provide a stable environment for children to access a suitable variety of activities independently. The staff support and develop activities which engage children and focus on their individual interests, so that they are curious, inquisitive and make satisfactory progress. However, organisation at busy times, such as the arrival from school and snack time are less well organised. This leads to confusion and children do not always know what is expected of them. Some children are queuing for snack, whilst others are sat at tables waiting to be served and only some children wash their hands. Staff provide appropriate opportunities to help children understand the society they live in and to appreciate cultures other than their own. Effective use of activities linked to festivals from around the world are used to support children's awareness of others. This is further enhanced by staff encouraging children to talk about home and their experiences, to help them learn to appreciate and value each other's similarities and differences.

Partnership with parents and carers is sound. Parents receive verbal communication most days regarding what their children do. They occasionally complete questionnaires for them to make suggestions, however, none were available at the time of the inspection. Relationships with parents observed at inspection when collecting children indicate that a friendly rapport is well established. Parents are keen to discuss and receive some feedback about their child's time at the setting. Appropriate links with the school through meetings and informal discussions ensure suitable working partnerships have been established. However, the system in place to ensure a two-way flow of information for the children in the Early Years Foundation Stage is not sufficiently well developed to show a clear and positive impact on children's progress and continuity of care and education. The manager is highly motivated and has a clear ambition for the future. She is beginning to put together appropriate plans to ensure targets are achieved successfully. The staff are motivated and are showing suitable commitment to improvement. All recommendations raised at the last inspection have been successfully completed. Any improvements identified during the self-evaluation process are beginning to have a positive impact in some outcomes for children.

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

Children make satisfactory progress because they feel secure and settled and they have plenty of opportunities to follow their interests and discover things for themselves. Staff work generally well to meet children's individual needs, identifying those needs by way of discussions with parents and the children themselves. However, children's details of their progress towards the early learning goals in relation to their starting points and the children's next steps in learning lack sufficient detail to inform personalised learning, development and support. Children participate eagerly and with great enjoyment. They love outdoors where they are offered the freedom to explore, use their senses and be physically exuberant. They balance on beams and walk on the floating bridge with speed and skill. Children love to play football and tennis and use their imagination vividly as they pretend to be a super hero. They enjoy experimenting with the craft material set out and design intricate collage pictures. Children are polite and well-behaved and show consideration for each other. They play harmoniously at board games supporting each other to successfully complete a game which requires good hand control or it sets off the buzzer. A key strength of the setting is the sound progress of children's social, personal and emotional development. The children enter eager to participate and are developing good decision-making skills as they choose toys or where they would like to play indoors or outdoors. They talk freely about their day at school and lean comfortably on staff as they stand and talk to them. Children feel secure, have good self-esteem and follow their interests with persistence, participating enthusiastically throughout most of the session.

Staff create a child-friendly environment, which enables children to explore and take risks while being appropriately supervised. Older children provide effective support to younger children and this helps to build their confidence and adds to their enjoyment. Appropriate adult supervision and clear explanations of safety procedures ensure children are kept safe from harm. Children devise their own rules when playing in the shelter outdoors, by agreeing that younger children can only jump off the bench if an older child is there to support them, in case someone gets hurt. Therefore, children are demonstrating through their play that they recognise and confidently talk about dangers and how to keep themselves safe. Children are encouraged to learn about healthy lifestyles as they learn about the importance of healthy eating and the need to take part in physical play on a regular basis. Staff encourage children to be active, offering a wide range of opportunities to play outside and indoor activities encourage fine manipulative skills. They enjoy the nutritious well-balanced range of snacks offered, appropriate to their individual dietary needs. The children are beginning to make a positive contribution as they learn how to behave well, respect each other and the adults who care for them. They show they understand right from wrong even at an early age and they are taught good manners.

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