

Star Club 2000 Ltd

Inspection report for early years provision

Unique reference number

EY415312

Inspection date

13/07/2011

Inspector

Ferroza Saiyed

Setting address

Christ Church C of E Primary School, Derwent Road,
LANCASTER, LA1 3ES

Telephone number

0152460955

Email

mitzmaureen@aol.com

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Star Club 2000 Ltd is an out of school provision and is privately owned. It is situated within Christ Church C of E school in Lancaster. Facilities for children comprise of the school hall, ICT suite with library, Year 4 classroom and the learning zone. Children have access to enclosed outdoor areas, which are the school playgrounds and the school field. There are toilet and hand washing facilities located close to the ICT room and the hall.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a total of 24 children aged from four to under eight years. The setting is open each weekday during term time only from 3.15pm to 6pm. There are currently 28 children on roll, of whom five are in the early years age range.

There are three members of staff, including the registered provider, who work directly with the children and hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make suitable progress in their development and learning as the friendly staff devote their time to talking and playing with them. The setting is inclusive and all children are welcome. Activities are varied and exciting, and children in the Early Years Foundation Stage are encouraged to make decisions about the activities they wish to participate in. Some required documents to promote children's welfare are not accurately completed. Staff have some awareness of areas for development, but they have not developed any procedures to evaluate and monitor their practice. Partnerships with parents are sufficient, although they are not fully included in the learning and development of their child.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure the daily record of staff's and children's attendance is recorded with accurate arrival and departure times (Organisation) 05/08/2011
- improve staff knowledge and understanding of how to promote equality of opportunity, to enhance children's learning and extend the range of resources and activities to promote diversity (Qualification, training knowledge and skills). 05/08/2011

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

- develop staff's working knowledge of the Early Years Foundation Stage framework as well as observational assessment and planning to meet each child's needs
- further develop systems to identify what children already know in order to plan for the next steps in their learning and increase involvement with parents in supporting their children's progress
- develop a system of self-evaluation in order to help to promote continuous improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded as the staff have a clear understanding of their responsibilities in relation to child protection and to keeping children safe. Most policies and procedures required to promote the safe and effective management of the setting are in place, such as, health and safety, confidentiality and medication procedures. However, the records of staff's and children's attendance are not accurately maintained, with arrival and departure times missing. This does not help to effectively safeguard children and is a breach of the specific legal requirement. Detailed risk assessments are in place, along with daily visual checks of all areas and equipment. Opportunities for children to learn about road safety and practising regular fire drills help to raise children's awareness of keeping themselves safe.

Children's health and welfare are promoted through appropriate implementation of childminding policies, which are shared with parents at the start of any placement. They receive written information about the setting, including relevant policies and procedures, and are kept up-to-date about their child's care through verbal feedback. Staff gather relevant information required to meet the children's individual needs, for example, consents, dietary and health requirements. However, the systems to find out about children's starting points in relation to their learning and development are not fully robust, and they are not actively involved in their child's learning, which means they cannot contribute to their child's learning and development.

Children have access to a range of toys and activities for inside and outside play. Staff clearly consider how to make best use of space in order to achieve the maximum benefit for children, creating areas, such as, role play, construction and messy play to meet the needs of a wide age range of children. Toys are stored in boxes for easy access. However, resources that reflect our wider world and community are not available. Staff do not have an understanding as to how to promote this aspect of practice. Consequently, children do not develop positive attitudes towards diversity.

No children with special educational needs and/or disabilities currently attend the setting; however, the staff demonstrate a positive attitude towards working with parents to ensure that children's individual needs are met. Staff deploy themselves

effectively to support the children, and this is sufficient enough to enable children to play outside regularly and to give extra support to smaller or new children.

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

Children are happy at club and enjoy their time with older ones and the staff. The routine is planned around the children's play choices. They provide a suitable range of activities which cover most areas of learning. Staff have a developing knowledge of the Early Years Foundation Stage and are currently introducing systems to observe and assess children's progress towards the early learning goals. Systems are in place to gather information from parents and other providers of the Early Years Foundation Stage; however, systems to use this to inform planning have not yet been established.

Children enjoy each other's company, especially listening attentively to stories, and show confidence in speaking during 'show and tell' times. This practice, alongside staff supporting children's learning when required, significantly contributes to promoting children's confidence and self-esteem. Some activities are planned closely to children's development needs, such as early writing and mathematical skills, which are promoted well. For example, they help to measure the ingredients to bake cakes, and write their names on their artwork. Children's imagination and creativity are enhanced through craft activity and construction, where children use a range of resources and materials to make ships and cars and create their own wristbands, which they proudly show off to visitors. Children enjoy themselves and happily make new friends, learn to socialise, share toys and be kind to each other.

Children have opportunities to enjoy the outdoors on a daily basis. Their physical skills are developed through team games, hoops, skipping, running and football. They enjoy practising their skills, with most children being competent, skilful and in control of their trikes and chariots, stopping, starting and changing direction. Children enjoy attending the club and readily speak about their positive experiences. They enjoy opportunities to giggle, laugh and smile as they communicate with their friends and staff during their time at the setting. This means children's social needs and skills are catered for in a positive and encouraging environment.

Children learn to keep themselves safe through gentle reminders from staff about running in the setting and not climbing on the school's equipment. They also learn about fire safety through the regular emergency evacuation procedures undertaken. They are learning about the importance of sound hygiene practices as they wash their hands before eating their snack. Staff show genuine care and warmth towards the children; they know them well as they all attend the school and ensure they have equal access and are fully occupied and enjoying themselves. Consequently, the children are eager to participate in activities. They are well behaved, polite and considerate, following the staff's good example when interacting with each other. This approach is helping to develop the children's early citizenship and future enthusiasm for learning.

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	4
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
--	---

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	4
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 05/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept). 05/08/2011