

# Schools Out Paston

Inspection report for early years provision

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**Unique reference number** EY257792  
**Inspection date** 08/07/2011  
**Inspector** Janet Keeling

**Setting address** Paston Ridings School, Paston Ridings, Peterborough,  
Cambridgeshire, PE4 7XG

**Telephone number** 07885 419482

**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.

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

Schools Out Paston registered at their current premises in 2003. It is a privately owned club and operates from a purpose built mobile in the grounds of Paston Ridings Primary School in Peterborough, Cambridgeshire. Children have access to the school playground and playing fields. The club provides after school care and a holiday club. The club serves children and families from the local and surrounding areas.

A maximum of 32 children from three years to under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight to 11 years. There are currently 31 children on roll, and of these, one child is within the early years age group. Children attend for a variety of sessions. The after school club opens Monday to Friday from 3pm to 6pm during school term time. The holiday club opens Monday to Friday from 8am to 6pm during school holidays.

The club 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 club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

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

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children share warm and friendly relationships with staff and their peers and, as a result, they are extremely happy and settled at the club. They engage in a range of enjoyable activities which support their individual interests and learning needs. Staff are positive role models and offer an inclusive and welcoming service where the uniqueness of each child is valued and respected. Highly successful partnerships with parents and the host school have been established, ensuring children's individual needs are consistently supported. The manager and staff are dedicated to their roles and demonstrate a very good 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:

- develop further the process of self-evaluation in order to better identify the

- club's strengths and areas for development
- improve procedures for the checking of electrical equipment, to ensure they meet the required responsibilities under health and safety legislation.

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

Children are safeguarded effectively. Staff have a good understanding of their roles and responsibilities while protecting children in their care. This includes their duty to record and report any concerns and to share the club's safeguarding policy with parents on admission. Effective recruitment, vetting and selection procedures are in place which ensures children are cared for by suitable adults. Staff hold up-to-date first aid qualifications, ensuring they can respond appropriately in the event of an accident. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Written fire evacuation procedures are in place and staff ensure that regular fire drills are completed. Risk assessments and daily checks are completed ensuring risks to children are minimised. Written policies and procedures are in place for the effective running of the club. However, procedures for the checking of electrical equipment are less effective, as the yearly check is overdue. The deployment of resources is good. For example, available space is used very effectively to support the children's individual needs, while staff are deployed successfully to ensure children are supervised safely at all times.

Staff are positive role models. They are friendly, calm and supportive. They warmly interact with the children during play and respond to their individual needs and, as a result, children feel safe and secure. Staff work well as a team and have a good understanding of their roles and responsibilities. Methods to promote equality and diversity thread through the setting. This is successfully achieved through planned activities, role play equipment and open discussion with staff and children. The manager and staff are committed to improving outcomes for children and demonstrate a very good commitment towards the continuous improvement of the club. However, systems for monitoring and evaluating the quality of the club do not include the views of all stakeholders, although this is developing.

Recommendations from the previous inspection have been met. The manager is dedicated to her role and inspired by the children she cares for. Staff have developed effective links with other early years professionals at the host school and, as a result, children's care, learning and well-being are well supported.

Partnerships with parents and carers are outstanding. Parents are warmly welcomed by staff and clearly feel very comfortable within the setting. The relaxed and friendly way that daily information is exchanged ensures that children's changing needs are consistently met. A parents' notice board ensures that parents and carers have access to information about the running of the club. In addition to this, parents also see many beautiful pieces of art and craft work which adorn the walls of the club. This demonstrates that children's work is highly valued and that their achievements are celebrated. All required documentation, such as contracts and consents are completed and very well maintained. Parents also have access to all policies and procedures and are aware that they can speak to staff at any time

should they have any concerns. Parents expressed excellent views during the inspection. Comments included, 'this is an excellent provision', 'we are very pleased with the excellent care that is provided for our children' and 'staff are fantastic'. One parent commented that they would highly recommend the club to other parents.

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

Children benefit from the staff's caring, friendly and calm manner. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed which records children's individual needs and, as a result, children are cared for according to their parents' wishes. Children are provided with opportunities to play in groups, independently and alongside each other. Staff know the children very well as they interact and observe them as they play. They seek children's views regularly and use information gained to influence future planning. Feedback from children during the inspection was very positive. They said that they enjoy attending the club and have fun with their friends. They also commented on the friendly and caring staff who provide interesting activities for them.

On arrival at the club children are warmly greeted by staff. They are familiar with the daily routines and look forward to meeting up with their friends where they can relax and play together. Children are encouraged to make decisions about their own play and learning as they decide what activities they would like out during the session. They are very aware of what equipment is available and confidently ask staff for help and support in setting up activities. Children thoroughly enjoy snack time, which is scheduled before activities commence. They sit together with the staff and share their day's news. There is great excitement and fun as a group of children engage in a game of table tennis while others enjoy singing and dancing. In the creative area children design and make 'mini me's' and when they are finished they take huge pride in showing them to the staff. Children enjoy board games, jigsaws and a wonderful range of art and craft work. They have good opportunities to develop their physical skills as they enjoy outdoor play each day. Children learn about their natural environment and how things grow. They help to prepare the raised beds and plant broad beans, spring onions and potatoes. Each day they help to care for the crops and when they are ready they eat them at snack time. For example, they enjoy freshly picked lettuce on their tuna wraps. Children attending the holiday club also relish a wonderful range of activities, by making pom-pom animals, sand pens, clay masks, sock people and phone socks. They enjoy baking bread and making chocolate cookies and shortbread biscuits.

Children are polite, well mannered and respond well to staff expectations. They are thoughtful, caring and very respectful of each other. Their contributions within the

group are recognised and their sense of belonging is fostered well. For example, staff listen carefully to children's views and ideas and celebrate their achievements. Children learn how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded to use equipment safely and are fully aware that only adults open the external door to parents. They develop an awareness of the wider world through discussion with staff and as they access resources that are representative of diversity. They demonstrate a good awareness of their own health and hygiene needs. They are fully aware of the importance of washing their hands before snacks and recognise the changes that happen to their bodies when they are active. They engage in discussion with staff about healthy lifestyles and freely access drinking water throughout the session, ensuring that they remain hydrated.

## 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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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