

Radcliffe-On-Trent Out of School Club

Inspection report for early years provision

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Inspector

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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

Radcliffe-on-Trent Out of School Club registered in 2010. It is situated in the small village of Radcliffe-on-Trent, in Nottinghamshire. The setting is situated in a separate building in the grounds of Radcliffe-on-Trent Junior school and is across the road from the Infant school, whom they also serve. Children are cared for in three main rooms. Access to the premises is gained via lockable gates and an accessible entrance. Facilities at the setting include separate toilets for boys and girls, an adult toilet and an accessible toilet. There is a separate office and kitchen. There are various outdoor play areas which are in the enclosed school grounds. The facility is registered on the Early Years Register, compulsory part of the Childcare Register and voluntary part of the Childcare Register. They may care for a maximum of 60 children aged from three to under eight years at any one time, but offer care to children from the age of four to 11 years. The setting has four children on roll in the early years age range.

The setting is open in the school holidays from 7.30am until 6pm and term time they offer a breakfast club from 7.30am to 9am and then from 3.30am until 6pm. They take and collect children from the adjoining schools.

The setting has six staff that work regularly with the children. Of these, five are qualified to at least Level 3. Several staff are working towards higher qualifications. The setting has an Early Years Professional. The Out of School Club is linked with Ruddington Day Nursery and Radcliffe-on-Trent Day Nursery which are owned by the same provider. They are members of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and well cared for in this secure and welcoming club. Children enjoy their time there and participate in a wide range of activities that help to complement their progress towards the early learning goals. Good partnerships with parents and the school ensure children's individual needs are identified, valued and reflected in the club. All of the required documentation is in place. Staff are committed to improving their practice. They monitor the success of activities and are beginning to identify areas for future improvements, demonstrating a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop planning so that each child's learning journey is personalised to meet their individual needs and to extend their talents
- extend self-evaluation to more clearly identify strengths and priorities for

improvement.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is effective and well organised. The manager and key staff have completed at least Level 3 childcare or playwork training and continue to access higher qualifications. The staff successfully provide a varied playwork programme, that is designed to engage and involve children from four years and older. Staff include elements of the Early Years Foundation Stage framework, which they successfully combine with the Playwork Principles. Safeguarding within the setting is well organised and effective. Staff are vigilant and aware of potential hazards and security is well maintained within the play provisions buildings and grounds.

The setting has a range of strengths within its practice, particularly with the good quality of staff interactions and support for children's achievement. The setting also provides an overall planned programme of learning activities. Children's personal and social development is confidently fostered and a stimulating range of play and learning resources are provided. Staff organise the care and learning in the dining room and two main play rooms and a good range of resources are well presented to offer choice and support for learning. Children can also adapt resources and be expressive with their play, making use of the floor space and outdoor play areas.

The setting ensures children learn about equality and diversity. During role play and daily interactions with staff, children are helped to understand about disabilities and are introduced to a range of other culture festivals. The setting also has welcome posters and art-work displays that explore diversity and support children's awareness of differences. Staff recognise the importance of reflective practice and make effective use of reviews and team meetings to assess the playwork programme. The staff are also committed to continuous improvement. They have identified a number of areas for future development, including extending the learning journeys for early years children to link more clearly into planning. They are at an early stage in self-evaluation to fully identify all their strengths and priority areas for development. However, they have good capacity to improve outcomes for children.

The setting maintains good links with parents and other carers. Children's enjoyment of the setting and their involvement in the activities is regularly shared with parents. Staff also gather written details and information about individual children's learning achievement for parents and carers. Parents are also able to contact the settings staff by phone at all times during and outside its operating hours.

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

The playwork setting provides a well planned programme of activities to successfully encourage children's overall learning and development. The range of activities is varied and based on the children's individual interests. Staff are aware that children attend other settings for their main education and the planning of activities within the playwork provision is effectively organised to complement their continued learning. The setting provides frequent opportunities for outdoor and physical play and there is also an emphasis on self-organisation and generating activities based on the children's own ideas. Staff show much skill and confidence in their ability to guide children's development during the playwork programme. Staff take time to foster individual children's personal development and challenges that include problem solving and reasoning. Staff have a good knowledge and understanding of the six areas of learning, which are included in the activities and supported through their interactions with the children.

Children's progress and development is consistently monitored within the setting, and a designated member of staff is responsible for overseeing the younger children's welfare and learning. The setting are currently reviewing observation records and individual children's achievement to more successfully link back to planning to provide challenge and extend children's development further. Staff provide support for young children's next steps in learning through detailed knowledge of the child and through their warm and encouraging manner. Children have a range of activities that effectively supports their future skills. Staff work closely with the children to extend their play and challenge their creative thinking. Children engage in role-play activities and have music, singing and expressive play sessions. Children become involved in making and designing art displays and projects. A well stocked art and craft area is provided for construction projects with card, paper and mixed media.

Children are provided with a range of learning challenges that involves communication and the use of speech and language is strongly supported. For example, children have access to a karaoke machine or put on plays for their friends. Children's behaviour is confidently managed by staff, who follow a clear set of rules that are established and agreed with the children. As a consequence, children are very well behaved and show care and concern for their friends. Children also develop their cooperative skills and learn to work together, offering to help clear the table after dinner or tidy resources away.

The playwork setting successfully maintains children's safety and the premises are well organised to keep children secure. A full range of written risk assessments are used and well organised safety procedures are also in place, including as they walk children back from the infant school. As children stop to look in the pond and find the gold fish. They understand why they have to stand sensibly behind the wall and not lean over. The promotion of children's health is well organised. Healthy meals and snacks are provided and children regularly engage in cookery and food preparation activities. Children's physical development is well supported, with a range of sports, games and outdoor play. The children make good use of the

various areas in the school grounds, to be inventive and make their own play. The children enjoy and have fun digging and working in the growing area and have a range of plants, including beans and peas that they tend.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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