

Burton 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

Burton Out of School Club is one of two clubs run by a voluntary non-profit making parent committee. It was registered in 2010 and operates from the pavilion in the grounds of Kirkburton Middle school, Kirkburton, Huddersfield. Children have access to an enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 9am and 3.30pm to 6pm, term time only and serves the local community.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend at any one time. There are 18 children on roll, of whom five are in the early years age range.

There are 6 members on the staff team, of whom four hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and enjoy a range of fun play activities that meet their individual interests and capabilities. Children are making suitable progress in their learning and development. They are safe and secure at all times and enjoy exploring the available resources both indoors and outdoors. Systems in place to monitor and evaluate the provision are in the early stages to support continuous improvement for better outcomes for children.

What steps need to be taken to improve provision further?

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

- improve staff knowledge and understanding of the Early Years Foundation Stage so that children are provided with an educational programme that will enable them to make progress towards the early learning goals in all areas of learning
- promote a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for children
- develop further resources to more fully promote all aspects of diversity with emphasis on multi-cultural and additional needs
- develop links with other providers where children attend more than one setting to ensure coherence in children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Detailed policies and procedures support the smooth running of the setting. These include clear recruitment and vetting procedures to ensure that staff are suitable to work with children. A comprehensive range of risk assessments for all areas, including the outdoor area, are carried out and effectively support children's safety. Emergency evacuation plans are in place and regularly practised with children. There are good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The child-friendly environment is suitably organised, with a sufficient variety of resources set out for children in the single playroom so that children are freely able to access all resources independently. Staff demonstrate a positive attitude to inclusion. Children are provided with experiences and support which help them to develop a positive sense of themselves and others. Children celebrate cultural festivals from around the world, such as the Chinese New Year as part of broadening their awareness of the wider world. However, resources do not fully promote inclusion with regard to multi-cultural and additional needs.

Staff develop friendly relationships with parents who learn about the provision through initial discussions with staff and by reading the written policies and procedures. Staff are available to talk to parents at handover when they share information about their child. Children in the early years age range attending the setting attend two local schools. However, staff are not aware that they should share information about children's learning and development with the schools to ensure continuity and coherency in children's learning and development.

Although staff meetings help to improve the setting, systems in place to monitor and evaluate the provision are in the early stages to support continuous improvement for better outcomes for children.

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

Children's assessment records are in the early stages of development as staff complement their learning and development to that provided by the schools. However, assessment records are mainly descriptive, not linked to the six areas of learning and are not evaluated to identify the 'next steps' to inform future planning.

Children are made welcome by staff who know their names and show they are pleased to see them. The atmosphere in the setting is friendly and relaxing for children. They quickly store their belongings on arrival and settle into the routine. They show understanding of hygiene routines as they use the bathroom and wash their hands before eating. Children select from a range of healthy foods, such as a

choice of cheese and ham sandwiches, together with a selection of salad, such as tomatoes, carrots, celery and pepper. Drinks are always available to ensure children do not become thirsty. As part of broadening children's understanding of the wider world children have eaten foods from a variety of cultures, such as noodles, prawn crackers, duck soup, wraps, curry and rice. Children sit together at the table and learn to socialise with one another.

Children know the rules that keep them safe. Staff are vigilant at all times, especially when transferring children between the setting and the schools. Children belonging to the setting wear high visibility jackets so that they are easily recognised by staff and this helps children to stay together. Staff sensitively help build their self-esteem and confidence as they spend time talking to them. Staff help younger children learn how to approach older children who are happy to share and take turns with resources.

Children show confidence as they choose their own activities from those set out or look after their personal care. They link up with others and develop friendships as they play. Staff interact with children throughout their activities, encouraging them to communicate and be confident when expressing themselves. Children develop their creative ideas as they role play and dress up, play with a variety of board games, or participate in arts and crafts activities. They have access to a computer and play with educational games to promote their learning. Children have good opportunities for energetic play with bats and balls, skipping ropes and parachute games to promote their health and well-being in the outdoor area and school playing fields.

In general, activities complement those children participate in at school and sufficiently help to continue their development and 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	3
The effectiveness of safeguarding	2
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

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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	2
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