

Springfield Out of School Club

Inspection report for early years provision

Unique reference number	EY277617
Inspection date	17/08/2011
Inspector	Beverly A Kemp-Russell

Setting address	Springwood Community Bungalow, Springwood Crescent, Grimsby, North East Lincolnshire, DN33 3HG
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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

Springfield Out of School Club is privately owned and was registered in 2003. It operates from the Springfield Community Bungalow which is located on the Springfield Primary School site on the outskirts of Grimsby, North East Lincolnshire. The setting serves the local community and surrounding areas. There is a fully enclosed area available for outdoor play and the club also has use of the school grounds.

The setting opens five days a week all year round. Sessions are from 8am until 6pm during school holidays and from 8am to 9am and 3.30pm to 6pm during term time. Children are able to attend for a variety of sessions. The numbers and ages of the children attending are consistent with the staffing arrangements and the space available to meet the children's needs. The setting is registered to care for no more than 24 children from three to eight years of age at any one time. There are currently 12 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications. One staff member holds a foundation degree in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote all aspects of the Early Years Foundation Stage Framework requirements within the suitable and inclusive environment. Children are making good progress in their learning and development. The management and staff team meet children's individual needs through the good quality provision they provide. Effective partnerships with parents and good working partnerships with other providers and professionals promote an integrated, positive approach to children's care and learning. Good improvements have been made since the last inspection and the setting's appropriate system of self-evaluation is continuing to move the setting forward.

What steps need to be taken to improve provision further?

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

- develop further robust systems to ensure parents are actively involved in their children's learning
- develop an area for children who wish to relax, play quietly or sleep, equipped with appropriate furniture.

The effectiveness of leadership and management of the early years provision

Children are happy and settled in the setting and they clearly relate well to the kind, caring and knowledgeable staff team. Effective practices and procedures are in place to safeguard children. For example, recruitment, vetting and induction procedures help to ensure the suitability of the staff, and safeguarding policies are followed. The setting is securely maintained, with potential hazards identified and minimised through risk assessment procedures and a secure building. All staff are well qualified and they continue to develop their knowledge through their commitment to ongoing training and development, which is recorded on the staff training plan. Children are cared for in a warm, welcoming play space which is interesting and motivates children to learn and develop.

Leadership and management are strong. All records and documents are in place and are informative. Staff gain clear information from parents and carers, which enables children to make good progress from their specific starting points. It also motivates staff to value each child in line with their individual needs. Partnership working with parents and carers is good and staff nurture purposeful relationships with parents. Information is continually exchanged and shared through the setting's clear communication channels, but in a confidential and professional manner. Effective systems are in place to keep parents up to date with their children's progress. However, robust systems are not fully developed to ensure parents are actively involved in their children's learning. Children also benefit because the setting liaises with external agencies or services. The staff team work with a range of other agencies and professionals in order to meet the individual needs of children and families, as well as the close links they have developed with the school. All staff have a good knowledge of the local area and how to access specific support, actively contributing to building good relationships. They take children on regular trips in the local area and to places of interest, such as, the town hall, the life boat centre, a windmill, the woods and the park. All staff work as a strong team to ensure support and a smooth transition for all children.

The staff and management are committed to developing the service they provide and they work with local authority advisors to make improvements where necessary. Improvements have been made since the last inspection, which have enhanced care and learning experiences for children. The setting uses an effective system of self-evaluation, which is constantly being updated to reflect current practice in the setting to ensure children benefit from improved practice in all areas.

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

The early years staff have a strong understanding of the learning and development requirements. They observe the children's individual learning and record their development in their assessment records. Observations are recorded for all areas

of learning and next steps are identified. Staff utilise the information they have obtained from concise observations to challenge and extend children's learning as they play.

Children are cared for in a safe, secure and well-maintained environment. However, there is not a well-organised area for children who wish to relax, play quietly or sleep, equipped with appropriate furniture. Good health and hygiene policies and procedures are in place to minimise the risk of cross-infection. Children benefit from a healthy diet, as both children and staff prepare nutritious and well-balanced snacks. Fresh drinking water is freely accessible to children and systems are in place to ensure each child's specific dietary requirements are met. Children access outside play daily to fully promote their health and well-being. Children have varied and stimulating opportunities to access a good range of play materials outdoors, which fully promotes their learning. Children's awareness of safety issues is also well promoted through discussions, activities and regular events. Children are also encouraged to take calculated risks, with staff re-enforcing the possible dangers to help children to become aware of these and assess the situation for themselves. For example, when helping to prepare food using utensils, staff support children, but while encouraging their play.

Children are making good progress in their learning and development. Planning, observation and assessment systems provide a range of adult-led and child-initiated play experiences for children. All children are making good progress in their literacy skills. Children are developing their speaking and listening skills well and are supported by their key workers. They develop their emergent writing with a variety of resources and discuss what is meaningful. Children have access to a table set up for making marks, which has notebooks, pads, paper and a range of media to encourage their writing skills. They interact enthusiastically, pointing to pictures as the key worker reads stories throughout the day. All children have good opportunities to develop physically. They energetically use sports equipment and use the games console for fitness and dance, in which they are very skilled. Children develop problem solving, numeracy and reasoning skills well. They become aware that numbers are sequential as they listen to number rhymes and count a variety of resources through their play. Children align puzzles, and measure ingredients when baking and cooking. They build with construction equipment and they are becoming increasingly confident to play board games. Themes and topics are chosen to develop children's knowledge and understanding of the world around them, including others' cultures and beliefs when taking part in 'India week' and growing and tending to plants in the garden area. All children are encouraged to access all toys and resources, regardless of their gender. Children have good opportunities to develop their creative skills. They know their colours, create ambitious masks and have opportunities to use a variety of natural materials to make collage pictures. Children thoroughly enjoy using the computer and develop skills in all areas of learning while having fun.

Children's behaviour is good, with staff using appropriate strategies to manage behaviour. Staff act as good role models and are consistent in following the behaviour management policy. Solving problems and resolving conflicts are encouraged. All of this encourages children to be motivated to learn and develop their skills.

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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