

Sidcop 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.

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

Sidcop Out Of School Club is one of three provisions which are run by Cudworth Community Enterprises. It is situated in Cudworth, near Barnsley. There is an outside play area. The club is open each weekday from 7.30am to 9am and 3pm to 6pm term time. The provision is registered on the Early Years Register to care for a maximum of 18 children under five years. They also offer care to children aged over five years to 11 years. There are 27 children on roll, of whom 14 are in the early years age group.

The provision is registered on the compulsory and voluntary parts of the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are three permanent staff members and they all hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children show a high degree of self-confidence as they eagerly explore the wide range of interesting, activities where they feel included, safe and valued. Staff create a stimulating and supportive environment. Documentation is in place and an effective partnership with parents is developing as staff take time to discuss individual children and successfully promote inclusive practice. Staff are beginning to work with other providers to encourage and promote children's learning and development. The provider recognises the value of continuous improvement and is developing a system to evaluate and monitor the service, identifying areas for future development.

What steps need to be taken to improve provision further?

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

- develop further the partnerships with parents and other providers in sharing information regularly to promote children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are extremely well protected as the provider and staff have a clear understanding of their role and responsibilities with regards to safeguarding children. Staff are very familiar with the clear processes in place to follow should there be any concerns. There is a comprehensive selection of policies and procedures, which contribute to the operation of the service and welfare of the children. These are reviewed regularly and parents receive copies of all the policies. There is an effective vetting process in place ensuring all adults in contact with children are suitable to do so and most of the required documents are in

place. The provider shows a commitment to continuous improvement and is developing a system to monitor and evaluate the provision.

Comprehensive risk assessments are completed and areas requiring attention are acted on immediately to ensure that children are kept safe, for both indoors and outdoor play. Children are actively introduced to safety and developing an awareness of danger, in particular when walking to and from school. Children are familiar with and regularly take part in fire evacuation drills. They are very aware of their own surroundings and eagerly discuss with staff the activities that are available.

There is a policy to support the promotion of equality and diversity in the setting. Children's individual needs are met and their self-esteem is developing due to the staff giving lots of positive praise. There is a positive relationship between staff, children and their parents. Staff share with parents information about their child's day, although this does not consistently extend to involvement in their children's learning. A wealth of information is displayed for parents on the notice board and regular newsletters inform parents of topics and activities. Parents are informed about the procedure for making a complaint and there is a clear system for keeping a record of any complaints received. There are good links developing with other local providers.

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

The provider is well aware of how children learn and develop. Staff interact enthusiastically, engaging with children in activities that are exciting, stimulating and developmentally challenging. The staff's knowledge of the Early Years Foundation Stage is sound and the planning ensures each child receives a suitably challenging range of learning experiences. They generally base activities on the observations she makes so that they are broadly matched to children's individual needs while allowing children to follow their own interests. For example, together staff and children organised an obstacle race and a variety of games. While involved in a selection of craft activities, children discuss what they have been involved in at school and their new class teacher. Although there are established links with others providing the Early Years Foundation Stage framework, this does not routinely include sharing information to ensure effective continuity and progression.

Children's health is promoted well, reducing possible risks and by taking very positive steps to keep the premises and resources clean. High priority is given to ensuring children understand about good personal hygiene and children remind each other about washing their hands after playing and before having tea. Parents are fully aware of the procedures should their child be ill. Children are encouraged to help prepare and select snacks and readily access a variety of fruit from the fruit bowl. Children are provided with plenty of opportunities for physical play through activities that help them to develop confidence and move their bodies in various ways as they play with the hula hoops.

The provider promotes an environment where children are happy and confident. Very close, caring relationships are evident between the children and staff that is reflected as children are relaxed, settled and enjoy their time at the club.

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

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