

# 4-14 Out of School Club

Inspection report for early years provision

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**Unique reference number** EY244643  
**Inspection date** 16/09/2011  
**Inspector** Parm Sansoyer

**Setting address** Stone Youth & Community Centre, Station Road, Stone,  
Staffordshire, ST15 8ER  
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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

In 2002 the 4-14 Out of School Club opened. It operates from the Youth and Community Centre in Stone. Children have access to two rooms and a computer room. Children have access to a secure enclosed outdoor play area. The club serves children from two local schools.

The club is registered to care for a maximum of 32 children from three to eight years. The club's admissions policy allows for children up to the age of 14 years to attend. There are currently 44 children on roll of whom three are in the early years age group and 10 are aged from five to eight years. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The club supports children with special educational needs and/or disabilities.

The club is open five days a week during the school term and sessions are from 7.30am to 9am for the breakfast club and 3.20pm to 5.45pm for the after school service. The club also opens during the school holidays, as and when required, sessions are from 7.30am to 5pm. The club employs four staff. Of these, two hold a qualification at level 3 in early years and two are unqualified.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a relaxed and familiar environment, where staff know the children well. Children mostly enjoy what is on offer, however, a broad enough range of experiences are not made freely available for children to pursue new interests. Safeguarding regulations are met in relation to child protection issues and the majority of staff have a sound understanding of child protection issues. There are appropriate systems in place to secure the children's safety and welfare, however, the written risk assessment is not sufficiently detailed. Partnerships with parents and carers and the schools children attend are satisfactory. The developing self-evaluation system identifies most of the strengths and areas for improvement of the club.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it identifies all aspects of the environment and when and by whom it was checked (Premises, environment and equipment).

07/10/2011

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

- broaden the range of experiences on offer and utilise more fully the resources and environment to help children develop new interests and extend their enjoyment
- develop the systems for continued self-evaluation to include staff and parents, to help more clearly identify key priorities and evaluate changes, to further support quality and extend practice
- develop further all staff's understanding of up-to-date safeguarding issues.

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

There are clear written policies and procedures in place in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. All the staff have been suitably trained and most know and understand clearly their roles and responsibilities in relation to safeguarding children. However, some do not have up-to-date understanding of safeguarding issues. There are appropriate systems in place to ensure adults having contact with children are suitable to do so. Staff supervise the children well and take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children arrive to the club safely and can move freely and safely both indoors and outdoors. However, the written risk assessment does not include all aspects of the environment that need to be checked and detail when and by whom it was checked. This is specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures are in place and help secure children's health, welfare and safety.

Staff know the children's personalities, likes and interests as some of the staff working at the club also work at the schools the children attend. Consequently, the needs of children with special educational needs and/or disabilities are well considered and they are supported well. Staff are becoming familiar with the learning and development and welfare requirements for the Early Years Foundation Stage. They use a reasonable range of methods and adequate resources to provide a sufficient range of activities and experiences to meet children's needs. The room is prepared daily with a suitable range of activities on offer for children to choose from and they are kept mostly, sufficiently interested and engaged. However, a broad enough range of experiences are not consistently on offer and this limits the experiences children have to develop new interests and extend their enjoyment.

Partnerships with parents and carers, the schools and other agencies are satisfactory. Parents receive sufficient information about the club and its policies. They are kept appropriately up-to-date through the notice board, regular discussions and written notices about their children's time at the club. Links with the school are being established and messages between the school and club and parents and carers are passed on daily, to help meet the needs of children.

The leader has a hands-on approach at the club daily. She has an appropriate

overview of the club and the service offered and acknowledges there are some areas for improvement, to help improve outcomes for children. Self-evaluation is largely undertaken by the leader and although, some areas for improvement have been clearly identified. Currently, there is not an up-to-date self-evaluation tool in place, to help tackle key priorities and to evaluate any changes implemented. Therefore, target setting does not always provide sufficient focus or challenge on what and how it will be achieved.

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

Children are clearly happy and settled in this familiar environment where they have the autonomy to decide how to invest their curiosity through mostly playing spontaneously. This routine complements the school day well. Children develop close relationships which are warm and caring, which further promotes a sense of belonging. Many children are confident within their environment and on occasions vocalise what they like and want to do. Children spontaneously interact with one another and share their stories and interests during snack time and throughout the session. They have strong friendship groups and enjoy their time with each other. Behaviour is well managed and children have an appropriate understanding of what is right and wrong.

Children are beginning to problem solve, make connections, count, sort and match as they build with construction toys, use puzzles, peg boards and play with a variety of board games. Children enjoy daily opportunities to freely colour, draw and trace using templates. A small range of books are made available for children to choose and enjoy. Children develop their creativity through a planned range of arts and crafts activities, such as making collage, cards and painting. Children use role play resources and small world toys, such as a garage, castle, figures, cars, dolls and pushchairs to increase their imagination. Children have some opportunities to learn about the natural world. For example, they have been observing the changes to the seeds that have been planted outside and investigating the insects attracted by them.

Many children show a real enjoyment for information and communication technology as they use computers and various game consoles. However, some children spend much of their time playing with the game consoles and computers, which are used mainly to play games and are not effectively encouraged or inspired to try new activities and experiences. Children have daily opportunities to go outdoors on the field and enjoy the fresh air. They engage in their own imaginary games and use small physical play equipment, such as bats, balls and hoops, to extend their physical skills. However, staff do not place enough emphasis or make effective use of the large indoor space, in encouraging children to become active, on occasions, such as when it is raining and they are unable to use the field.

During holiday periods children enjoy a similar satisfactory range of experiences including additional experiences, such as cake decorating, a wider range of arts and crafts activities and visits to the local parks and canal. The extent to which

children develop healthy lifestyles is satisfactory. There are appropriate hygiene practices in place to prevent the spread of infection. At the breakfast club, children benefit from a selection of cereals and toast. After school children receive a substantial snack, which incorporates healthy options, such as fresh and dried fruit. Children learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. For example, when walking to the club from school, children wear fluorescent visibility jackets and understand the importance of walking orderly. Children learn to behave well, join in and make friends and therefore, develop satisfactory skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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