

Buttons Out of School Club-Hill Top

Inspection report for early years provision

Unique reference number EY365531
Inspection date 13/10/2011
Inspector Tara Street

Setting address Hill Top Primary School, Edlington Lane, Edlington,
Doncaster, South Yorkshire, DN12 1PL

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Type of setting Childcare - Non-Domestic

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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

Buttons Out of School Club - Hill Top is privately owned and managed by Buttons Out of School Club Limited. It was registered in 2007 and operates from the music room and yellow room within Hill Top Primary School in Edlington, Doncaster.

Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged from three to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 7.45am to 9am and from 3pm to 6pm term time only. The setting serves children who attend the host school.

There are currently 44 children on roll. Of these 19 are under eight years and of these eight are within the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 3 in playwork, one holds a qualification at level 2 in early years and one is currently working towards a qualification at level 3 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.

Buttons Out of School Club- Hill Top provides a fully inclusive and welcoming environment. Staff know each child well and respect their uniqueness and individuality. As a result, their needs are well met and they make good progress in their learning and development. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The setting has built friendly relationships with parents and carers and overall, partnerships with other early years professionals are good. Robust systems for self-evaluation are in place demonstrating the setting's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review risk assessment so that it covers anything to which a child may come into contact, with particular regards to small bead, needle and wood work activities
- enhance systems further to maintain a regular two-way flow of information between all other early years providers which children attend to ensure continuity of learning.

The effectiveness of leadership and management of the early years provision

Safeguarding children is well prioritised because staff show a clear understanding of the procedures to be followed in order to protect children. Good recruitment, vetting and induction procedures are in place to ensure the suitability of all staff working with the children. Regular risk assessments ensure hazards are reduced both inside and outside. However, the record of risk assessments does not cover everything with which a child may come into contact, with particular regards to small bead, needle and wood work activities. Staff do however supervise children closely during all activities, while allowing them to learn about and deal with risks as they play.

Staff are committed to their role and regular appraisals, supervision and meetings with senior management support them in all aspects of their work. The setting has successfully completed the recommendation raised at the last inspection and conducts robust self-evaluation systems to monitor the effectiveness of the setting. This demonstrates their commitment to driving improvement. Staff organise the space and resources well in order to provide the children with a fun environment in which to learn. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources.

Good relationships have been established with parents and carers. The setting offers clear and relevant information on what the children are doing, so that parents and carers can become involved in children's learning if they wish. Parents and carers appreciate the care their children receive and effective methods of sharing information have been developed. The relationship with the host school is good and clear links have been established with other early years professionals to ensure children's care and welfare needs are planned for. As a result, the individual needs of children are taken into account when organising routines, so that they are fully included. However, the consistent sharing of more regular information about children's ongoing progress and achievements with other early years settings, where children also attend, is less well established. This impacts on their ability to offer a complementary curriculum and continuity of learning.

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

Staff have a good knowledge of each child in their care and plan a wide range of activities and experiences to meet their individual interests. An effective key person system ensures children feel safe and secure, and as a result, they make good progress in their learning and development. For example, key persons' conduct ongoing observation and assessments of individual children's progress and achievements, which are then recorded in their developmental records. Children arrive from school happy and eager to participate. Their opinions are highly valued. For example, children independently select activities on a daily basis and eagerly make suggestions for the setting's snack menu. They freely move between the indoor and outdoor play areas and enjoy opportunities to participate in games

of football, skipping, den building and space hopper challenges. Children's behaviour is good, they share, take turns and play well together. For example, children happily take turns to play on the games console or when playing with a range of musical instruments.

Snack times are social occasions where children from different classes enjoy sitting together with staff and talking about their day. This helps children to communicate effectively. Children negotiate and make suggestions during play, for example, taking on the different roles of shop assistant and customer when participating in a role play supermarket activity. They have a variety of opportunities to write, make marks and use books so their literacy skills are effectively promoted. Children develop good problem solving skills as they use table top activities or build towers and other models from construction materials. Creative skills are developing well, exemplified when they produce unique individual pieces during glass painting and jewellery making activities. Children are engrossed in imaginary play using a variety of small world resources, such as a dolls house and rail track.

Children enjoy healthy snacks, and have access to fruit and drink at all times. They demonstrate a good awareness of good hygiene routines, and together with outdoor play opportunities children's health, welfare and physical development are well promoted. Children are effectively encouraged to develop an awareness of their own safety and well-being through discussions and are reminded about the safe use of tools and equipment during their play. The activities and opportunities offered; staff interaction and commitment clearly supports the good development of children's 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

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