

# Seely Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	254550
<b>Inspection date</b>	25/03/2009
<b>Inspector</b>	Lynn Brewster
<b>Setting address</b>	Seely Junior School, Perry Road, Sherwood, Nottingham, NG5 3AE
<b>Telephone number</b>	0115 9521997
<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

## 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.

## **Description of the setting**

Seely Out of School Club opened in 1999 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from rooms in Seely Junior School, Nottingham. The club has access to a main play room as well as kitchenette, large hall, toilets and outdoor play area. The club serves families in the local area. It is registered to provide 30 places for children aged from three years to under eight years and accepts children from the age of four to eleven years. There are 93 children on roll. Children attend a variety of sessions each week. The club opens five days a week, Monday to Friday, offering before and after school care, during school term times. Sessions last from 7:30 to 8:50 and 15:30 to 18:00. A holiday club is also provided which is open Monday to Friday, 8:00 to 18:00, during most school holidays. Four staff work with the children, of these, two hold appropriate qualifications in childcare, one is a qualified coach and one is working towards a qualification in health and social care. All practitioners have first aid certificates. There is access for children and adults who have mobility difficulties or disabilities. The setting supports children with learning difficulties and/or disabilities and those who have English is an additional language. The club is part of extended schools provision for children attending the infant and junior school on the same site and also takes in children from other schools but, as yet, there are no formal partnerships with other early years settings.

## **Overall effectiveness of the early years provision**

Overall, the quality of provision at Seely Out of School Club is satisfactory. It meets the needs of children in the early years adequately. Children of all nationalities and educational needs are welcomed and included in the life of the setting. Children are safe, generally happy and enjoy coming to the club. Practitioners work well together, parents are generally supportive and advice from the local early years development worker is being used to improve the provision. The level of leadership is satisfactory; recommendations from the previous report have been met and the club demonstrates satisfactory 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:

- ensure experiences provided for early years children meet their needs better by taking into account their stage of development and individual requirements
- ensure that any incidents of inappropriate attitudes and practices are recorded carefully and accurately
- ensure that communication systems with parents are robust so that children are always collected on time by their key person at the end of the school day
- keep a record of risk assessments undertaken, outcomes and actions taken following it.

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

- conduct a risk assessment and review it regularly: at least once a year or more frequently where the need arises (Suitable premises, environment and equipment)

14/04/2009

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

The leadership and management of Seely Out of School Club ensures practitioners work together well to plan the weekly and daily activities for each term. However, the activities are not based explicitly on children's learning and development needs, but rather, on what they will enjoy following the school day. Although activities have some positive effects on children's learning and development, this is incidental. There is little structure to current provision and children are encouraged to choose for themselves what they do.

The environment is generally safe and very secure. It provides children in the early years with generally healthy food and they have appropriate opportunities to rest and play indoors or outside. Safeguarding is satisfactory; appropriate policies are in place and generally reviewed regularly. Adult supervision is good for older children but only satisfactory for early years children because practitioners do not interact with this age group sufficiently well to promote their learning. The club's self-evaluation processes have enabled it to accurately judge its performance. It has evaluated leadership and management as satisfactory largely because, while practitioners are aware of the new regulations for children in the Early Years Foundation Stage, steps have not yet been taken to ensure that their needs are met consistently well.

Partnership with parents is satisfactory. Parents are generally happy with the provision and can find out about how their child is doing through informal discussion at the end of the session, but parents' views on how the club might be improved are not actively sought. Practitioners act on information from parents about their children's needs, for example, if they need to use inhalers, and take account of children's allergies in food preparation. In the vast majority of cases children are accounted for well, but very occasionally, gaps in communication with parents have meant that children have not been collected by their key person when parents have changed the day on which their child will attend the setting.

All practitioners have been trained in first aid and there is a good system in place for giving and recording the safe administration of children's medication. An accident book records minor injuries, the treatment provided and parents' awareness if there is an incident involving their child. Fire drills are carried out regularly, as are risk assessments for outings, and records of these are kept, but a system for at least annual review of general risk assessment is not securely in place. All practitioners know what to do if they have concerns involving child

protection. Good links exist with a neighbouring out of school club and outings and events are regularly shared to provide cost effective events that extend children's knowledge and understanding of their world.

## **The quality and standards of the early years provision**

The quality of the early years provision is satisfactory. Children settle well, practitioners are welcoming and the environment is relaxed and generally safe. There are good areas both indoors and outside in which children can play.

The behaviour of all the children is good and they co-operate well with one another. For example, when children arrive, they sit down at mixed-age tables and chat amicably with each other as practitioners serve them with a drink, sandwich, soup and fruit. Early years children know that most of the foods, water and juice provided are healthy and good for them. Children have learnt that it is important to wash their hands before eating and after visiting the toilet. They talk knowledgeably and enthusiastically about what they must do if a fire alarm goes off in order to be safe.

Children enjoy being at the club, and when asked, indicated that they like mealtimes, playing football, making things such as spaceships and the practitioners, who are kind to them. Indeed the friendly practitioners encourage all children in the club to take part in the activities provided but overall they tend to have more interaction with the older children. They are not entirely aware of the abilities and interests of early years children so provision for them is relatively limited. Consequently, while the needs of early years children are met adequately there is scope to improve provision and enable these children to make better progress in reaching the early learning goals.

Nevertheless, children under five enjoy playing indoors with puzzles, bead pressing and other table-top activities. They engage constructively with home corner role-play equipment; a toy vacuum cleaner, a pushchair and kitchen equipment but outdoors the activities for this age group are less varied and they generally choose to use the ride-on toys, often for long periods.

Ongoing assessments of children's progress, for example in physical, emotional, personal, social or creative development are not undertaken but children are active, get on well with practitioners and other children, and keep busy with the activities provided. Although incidents of inappropriate attitudes or practices are rare, records are not yet adequately kept. Practitioners do not currently work with other early years settings to find out about how best to meet the needs of children in this age group, although liaison with the local early years development worker has begun.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provider must conduct a risk assessment of the premises and equipment: at least once in each calendar year and immediately, where the need for an assessment arises (Suitability and Safety of Premises and Equipment)

01/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- provider must conduct a risk assessment of the premises and equipment: at least once in each calendar year and immediately, where the need for an assessment arises (Suitability and Safety of Premises and Equipment)

01/05/2009