

# School Out Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY358941
<b>Inspection date</b>	03/11/2009
<b>Inspector</b>	Maxine Williams

<b>Setting address</b>	408 Blurton Road, STOKE-ON-TRENT, ST3 3AJ
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<b>Type of setting</b>	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

School Out Club has been registered since 2007 and is a committee run provision. It operates from a single storey building in Blurton, Stoke-on-Trent. Children attend from a number of schools in the local area. The setting provides before and after school care and a holiday club. All children share access to a secure enclosed outdoor play area.

The club is open each weekday from 07.00am to 09.00am and 3.00pm to 6.30pm during school term times and from 07.00am to 6.30pm during school holidays. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged from three years to under eight years may attend the club at any one time. Currently there are 32 children aged from three to under eight years on roll, of these, eight children are in the Early Years age range. Children up to the age of 14 years also attend the provision.

The setting employs seven members of staff. Of these, three hold appropriate early years qualifications to NVQ Level 2 or above and five are working towards a recognised qualification. The nursery currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Systems to evaluate practice are not fully developed and although the setting has started to implement improvements to the provision, in relation to documentation and staff training, there are still insufficient qualified staff to meet legal requirements and a number of welfare requirements are not fully met, in relation to ensuring staff suitability and risk assessments. The leadership of the setting has created an inclusive environment, where children's individuality is recognised and nurtured. The club works well with parents, other settings and agencies to ensure that all children get the support that they need, leading to effective continuity of care and learning, enabling all children to make satisfactory progress overall. Children benefit from the developmentally-suitable range of activities and play opportunities provided and from the good level of support and affection they receive from staff, who consistently interact with children, promoting their enjoyment of their time in the setting. As a result, children are developing good social skills and are display high levels of confidence and self-esteem.

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

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

- ensure that for each type of outing a full risk

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assessment is carried out, which takes account of the nature of the outing and whether it is appropriate to exceed the normal ratio requirements (Safeguarding and promoting children's welfare)

- ensure that records of the unique reference numbers of CRB disclosures and the dates obtained is kept and is made available to Ofsted ( Suitable people) 17/11/2009
- ensure at least half of all childcare staff hold a Level 2 qualification in childcare (Suitable people) 14/01/2010

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

- improve the effectiveness of the risk assessment for the premises, ensuring that all potential hazards are highlighted and that measures to minimise risks are implemented
- gain further understanding of reflective practice in order to confidently identify aspects of the service provided that are done well, and those aspects that might be improved, so as to promote good outcomes for children

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

Children's care and learning is generally well promoted because the staff are attentive to children and adapt activities to their interests and abilities. Staff have attended training in child protection and have a secure understanding of the Local Safeguarding Children Board's procedures and an appropriate awareness of the signs and symptoms of child abuse. Successful and supportive relationships with parents and a regular exchange of information helps to ensure that children are protected appropriately. The qualifications of staff do not meet welfare requirements. The manager is appropriately qualified; however, only two of the remaining six staff hold suitable Level 2 qualifications. The leadership and management of the setting has taken steps to improve the level of qualified staff, and a number of staff are currently undertaking training. Also, staff working with younger children are appropriately qualified, while unqualified staff usually work with older children, as the setting cares for children up to the age of 14. There are vetting procedures in place to ensure that staff working with children are suitable, however, records of CRB disclosure numbers are not retained, in order to demonstrate suitability. The provider conducts risk assessments to the premises, although these are not always effective, as they do not reflect the day-to-day practice of the provision. Also, risk assessments are not always completed for outings. As a result, hazards to children are not effectively identified or minimised.

Space and resources are used well to promote children's learning, development and enjoyment of their time in the setting. Staff make good use of routines and manage their time effectively, interacting with children on a constant basis and supporting their learning. For example, following afternoon snack time staff sit with younger children and assist them in completing their school homework, offering guidance and support to promote children's learning. This is in agreement with the

children's schools and their parents, in order to assist in the progression of children's educational development. The management are committed to providing a fully inclusive environment; all children are fully involved in the activities and thoroughly enjoy their time in the setting. The leadership display a positive attitude towards equality and diversity and are dedicated to meeting the needs of all children who attend the setting and in making the provision accessible to children with special educational needs and/or disabilities and for children with English as an additional language. A variety of activities and resources are utilised to promote children's understanding of the wider world, which ensures they develop a positive attitude to diversity. Children are well-mannered and display high levels of self-esteem, as a result of the affectionate and committed staff team.

Partnerships with parents are strong and the manager and staff offer a very good level of support to ensure children's individual needs are met. There are a number of displays with examples of children's artwork and photographs, featuring their participation in activities. Parents and children are asked their views on the provision and on the range of activities provided. The management reflects on the feedback received from parents, staff and children and uses this to plan the range of activities and resources supplied. However, the evaluation of the practice is not fully effective in identifying strengths and weaknesses. Therefore necessary improvements are not always implemented to enhance the experiences provided for children. The setting is an out-of-school facility and although they implement the Early Years Foundation Stage they do not maintain records of children's educational progress. Consequently, it is not clear how well the setting is performing in supporting children's educational progress. However, the manager and staff work in partnership with the children's schools and regularly exchange information, to ensure that continuity is maintained and children have a well-rounded learning and development experience. All children and families are valued and appreciated by staff, who are proactive in meeting the individual needs of children. This ensures that children feel a good sense of belonging and of being valued.

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

Children are provided with a suitable range of activities and opportunities to help them progress in their learning and development. They thoroughly enjoy their time in the setting and are actively involved in activities, relating well to each other and to staff. Daily outdoor play sessions help to progress children's physical abilities. They have access to a large outdoor play area, which is suitably equipped with a range of developmentally-appropriate physical play resources. They enjoy playing ball games, riding bikes and climbing on the climbing frame. During school holidays their physical development is promoted exceptionally well, as they have opportunities to swim daily and to participate in regular outings to parks and special trips out. For example they visited an indoor skating rink to take part in ice skating. Snack times are sociable occasions, children develop their independence well, as they make their own sandwiches, with staff sitting with children and offering support, where needed. Drinking water is provided for children, but is not readily accessible. However, all children attending are able to request a drink,

whenever they want one.

Children's understanding of fire safety is enhanced through regular participation in fire drills and staff talk to children about road safety during the school run and when taking part in outings. They are confident in initiating their own play and learning, and are consistently well-occupied by the interesting activities. Children enjoy playing on the computer games, using the available software to play a range of games and to listen to music, demonstrating a good understanding of information and communication technology. Children feel valued because staff see them as individuals and are attentive to their needs and personalities. Although no written plans are in place the staff are adept at providing a range of activities to meet the needs and interests of children. Observations and assessments of children's learning and development are not undertaken. However, staff demonstrate that a suitable level of support is provided for children to enhance and extend on the educational provision children receive during the school day.

Children demonstrate a good understanding of colour. They are able to express what colours they are using to paint the firework pictures for bonfire night and delight in shaking the tubs of glitter over the wet paint to decorate their artwork. There are a wide range of books available to children and staff sit down and read to children, as well as listening to children reading their school books, helping to extend children's progress in communication, language and literacy. For example, when children are unable to read specific words staff help children to spell the word out phonetically and prompt them to think of the different sounds of the vowel, in order that they are able to correctly identify and read the word. Staff play card games with children, the cards have words on them with missing letters, four- and five-year-old children are proficient in spelling out both simple and complex words to identify the item, with staff offering appropriate support.

Problem solving and numeracy skills are promoted through conversations and daily activities. During snack time children are encouraged to count out the sandwiches as they are cut up. Children independently engage in number games, challenging each other to complete sums and demonstrating their mathematical ability as they halve and multiply a range of numbers, increasing in complexity until only the older children and staff are able to answer. Children develop their understanding of diversity through a range of resources and activities. On Chinese New Year children visited a local supermarket to see the dragon and to learn about Chinese food. Children also learn about their local environment and the seasons of the year as they plant a herb garden and tend to plants in the greenhouse. They are encouraged to develop their skills for life as they participate in frequent conversation with the staff, who use appropriate methods to promote positive behaviour. Children's self-confidence and sense of worth is developed well with the use of encouragement and praise during their play.

## 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	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	2
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	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:

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:

- ensure that a record is maintained of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises - the compulsory part of the Childcare Register - Records to be kept 17/11/2009

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:

- ensure that a record is maintained of the name, home address and telephone number of a parent/guardian/carer of each child who is looked after on the premises 17/11/2009