

Whittlesford Out of School Club

Inspection report for early years provision

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Inspection date	20/10/2011
Inspector	Emma Bright
Setting address	Whittlesford Out of School Club, William Westley C of E Primary School, Mill Lane, Whittlesford, CAMBRIDGE, CB22 4NE
Telephone number	01223 832 176
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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

Whittlesford Out of School Club is managed by a voluntary management committee, made up of parents of children at the club. It is located at the William Westley Primary School in Whittlesford, Cambridgeshire. All children have access to an outdoor play area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children may attend the club at any one time and there are currently 87 children on roll. Opening times are 7.45am to 9am for the breakfast club and 3.15pm and 6pm each weekday during term time and 7.45am to 6pm during school holidays.

The club employs seven staff. Of these, five hold appropriate qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Some the required documentation is not in place which means there are two breaches of regulation. Resources are adequately deployed and children enjoy their time at the out of school club. Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met through sound relationships with parents. Systems to monitor and evaluate the provision are evolving.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- inform parents of any accidents or injuries sustained by children whilst in the care of the provision and of any first aid treatment given (Safeguarding and promoting children's welfare) 04/11/2011
- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done through robust recruitment procedures (Suitable people). 04/11/2011

To improve the early years provision the registered person should:

- improve the use of the environment to support children's learning so that

they can develop their independence skills and make choices about their play across the areas of learning

- improve the wording to the written consent to seek emergency medical treatment to ensure it is clear
- develop an effective system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account the views of children, parents and staff.

The effectiveness of leadership and management of the early years provision

Procedures for recruitment are not robust enough as the provider was unable to demonstrate that Criminal Records Bureau disclosures have been obtained for all members of staff. In addition, the provider was unable to show that accident records are consistently shared with parents when they occur and this means children's welfare is not safeguarded. Staff demonstrate a satisfactory knowledge and understanding of safeguarding children procedures and they help children to understand how to keep themselves safe. Daily checks and written risk assessments sufficiently ensure that hazards are identified and minimised to safeguard children. The remainder of the required documentation is in place for the generally safe running of the setting. However, the wording for emergency, medical consent is not completely clear to ensure children's health in an emergency.

Information is provided for parents about the organisation of the club and systems are in place for staff to gather information about children's individual care needs. Staff offer daily verbal updates so that parents are informed about their child's time at the club. Parents speak well of the setting and the improved organisation of the club. Systems to monitor and evaluate the early years provision are not fully in place to identify priorities for improvement and to secure the opinions and ideas of children, parents and staff in order to continually maintain improvement.

Resources are appropriately deployed to ensure children's safety, particularly at key times, such as arrival and departure. Staff have a sound understanding of the uniqueness of each child and every child has a key person who gets to know them in order to meet their needs. This helps children to feel welcome and settled. The club is developing partnership links with the school that children attend and have plans in place to share information about the children's achievements. Appropriate systems are in place to support children with special educational needs and/or disabilities.

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

A sound range of activities are provided for children and this enables them to make satisfactory progress across most areas of learning and development. However, staff do not always make full use of the learning environment to effectively support children's learning both indoors and outdoors and this means that children are not

effectively challenged in all areas of learning. Suitable planning is in place with flexibility to give children time for individual play and the system for recording children's achievements is evolving.

Children settle well and show they have warm and friendly relationships with staff, engaging them in conversation. They play happily together, and are considerate and caring towards one another. Children have opportunities to look at books, alone or together which they can select from the cupboard. Children enjoy a range of creative activities, such as make door wreathes from leaves and pine cones they gathered from the school grounds. Children can initiate their own activities and have access to both quiet activities and more vigorous play. They create comfortable areas with large cushions where they relax and chat to one another after their busy day at school. Children enjoy using interactive media, taking turns to dance to music, following step-by-step instructions, and they use construction materials to create marble runs. They develop appropriate skills for their future, learning as they count, recognising their names and having opportunities to use electronic equipment. These activities lay satisfactory foundations for children's future learning.

Children develop a sense of how to stay safe within the setting and on outings. For example, they practise the fire drill so that they know how to evacuate the premises in an emergency. Children enjoy a suitable range of healthy snacks. This helps them to learn about making healthy choices and they have access to fresh drinking water. Children enjoy opportunities to play outdoors to practise their physical skills, which mean they benefit from exercise and fresh air. Satisfactory hygiene routines are followed by the staff and children which helps to prevent cross-infection. Staff establish a supportive atmosphere where children feel secure and their behaviour is good.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
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	4
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

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

Outcomes for children in the Early Years Foundation Stage	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:

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 effective systems are in place to demonstrate that any person caring for, or in regular contact with children is suitable to work with children and this must include obtaining an enhanced Criminal Records Bureau check (Suitability of persons to care for, or be in regular contact with children). 04/11/2011

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:

- take action as specified in the compulsory Childcare Register section of the report (Suitability of persons to care for, or be in regular contact with children). 04/11/2011