

High Coniscliffe Out Of School Club

Inspection report for early years provision

Unique reference number EY426623
Inspection date 20/09/2011
Inspector Pauline Pinnegar

Setting address High Coniscliffe C of E School, High Coniscliffe,
DARLINGTON, County Durham, DL2 2LL
Telephone number 07891587477
Email westparkdaynursery@yahoo.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

High Coniscliffe Out Of School Club is owned by a private provider, who also has two other similar settings. The club was registered in April 2011. It operates from rooms within High Coniscliffe Primary School on the outskirts of Darlington. The club serves the local area and has strong links with the host school. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.45am to 9am and 3pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 30 may attend the club at any one time. There are currently four children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 11 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs three child care members of staff. Of these, all hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident and share good relationships with the staff and their peers and thoroughly enjoy their time at the club. Inclusion is effectively promoted as each child is fully included in the life of the club. There is an interesting range of resources and stimulating experiences offered and this ensures children have ample opportunities to make progress while having fun. A comprehensive range of records and paperwork, which mostly contain the relevant details, contribute to safeguarding the children. Systems for consistently identifying next steps in children's learning are being developed. The setting demonstrates a commitment to improvement, consulting with children, parents and staff and building links with other providers.

What steps need to be taken to improve provision further?

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

- obtain information from parents about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 04/10/2011

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

- develop further the planning of activities and monitoring of children's progress, including consistently identifying the next steps in their learning.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Robust recruitment, induction, vetting and ongoing professional development of staff ensure adults working with the children are happy, confident and capable. They work especially well as a team and individually understand their roles and responsibilities. All of the staff have attended safeguarding training and demonstrate a clear understanding of associated issues. This results in children being well protected. Risk assessments take place on a daily basis, which effectively reduces the chance of accidental injury. Most documentation required to promote the effective management of the setting is in place, for example, consent to obtain emergency medical treatment and accident records. However, the club has not obtained information from parents about who has legal contact with the child and who has parental responsibility. This does not effectively safeguard children and is a breach of a legal requirement. The risk to children is, however, minimised as effective procedures are in place to ensure that only named persons can collect children.

Staff work hard to provide a stimulating environment and provide a wide range of easily accessible resources which cover all areas of learning. Diversity is well valued in the setting and a high emphasis is placed on ensuring that each child is included and respected. The club welcomes all children and is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. Children learn about different cultures and festivals and can access a wide range of books and positive images which promote their understanding of diversity. The club rules which the children have helped to develop themselves, alongside many of the activities provided, encourage children to make new friends and to help each other. All of the resources, toys and games are of good quality and they stimulate the children's interests. The setting continually reflects on their practice through effective self-evaluation. They carefully consider which activities have gone well and look at improvements they can make that will bring about the most benefit for the children.

Parents hold this setting in very high regard. This is evidenced by their positive detailed comments in the parent and child questionnaires and through discussion with the inspector. A secure partnership is being developed with parents and other providers to ensure everyone works together to promote children's welfare and their learning and development. The staff are committed to working in partnership with the school in which they are based. Information in each child's learning journal is shared effectively with parents and staff within the school and the club. Parents understand how the setting is managed and organised as they receive good quality information, such as, a detailed prospectus, regular newsletters and have access to policies. Parents and carers are warmly welcomed into the setting

and staff find time to chat with their parents making them aware of their children's general well-being.

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

Children's learning and development are successfully promoted by the club. They value the relaxed friendly atmosphere of the club where staff clearly promote a homely feeling. Staff plan activities with the children taking into account their interests and capabilities. They have developed individual books for each child, which contain photographs and observations linked to the areas of learning. The next steps in children's learning are not however consistently identified. This has a slightly negative impact on planning activities and monitoring children's progress. Staff successfully create an environment where children have lots of choices, they self-select and lead their own play and have access to stimulating adult-led activities. This is best demonstrated by a group of children in the outdoor area who collected leaves and then decided to collect conkers and plant them in pots to watch them grow. Good behaviour management strategies are implemented where staff take into consideration children's individual personalities, age and maturity. This is complemented by children developing their own club rules. Consequently, they are starting to take responsibility for their words and actions. Children's views and opinions are valued by the staff who work with them. Encouraging children to make choices and decisions is at the heart of the ethos of the group. A strong emphasis is placed on encouraging children to take ownership of the group and this is highly successful. Children are responsible for planning activities and menus and are very confident about making decisions of what they want to do at their time in the group.

A variety of creative experiences promote children's self-expression and gives them opportunities to learn new skills, including participating in kite making activities and designing their own T Shirts. Children have many opportunities to explore mark making as they draw pictures outdoors with large pavement chinks and explore writing their name in the designated writing area. They use information and communication technology to support their learning, for example, when using the computer and interactive resources. Children's communication skills are fostered well, resulting in competent speakers and listeners. Children's views and opinions are valued by the staff who work with them. They are presented with many fun worthwhile activities which allow the children to be as involved as they choose. Some children are very active and want to run and play football outdoors, whilst others like to do more calm activities such as create designs, such as, rain makers and construct with small building bricks.

Children are welcomed into clean and well kept premises where they have ample space to play. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Children's knowledge about personal safety is encouraged by gentle reminders from staff to walk indoors, regular fire drill practices and the opportunity to play team games safely outdoors. This positively contributes to children developing a sense of danger and how to keep themselves safe. Children enjoy successful relationships with the adults who

care for them and approach them confidently for support or reassurance. Good settling in procedures ensure that children feel safe and secure from the moment they begin to attend. The staff are attentive to new starters needs and are astute at making sure children feel welcome and valued. They are able to rest and play quietly according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. They are encouraged to enjoy nutritious snacks and meals. Children have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions with the staff, activities and projects. An example of this is where they made fruit salad and healthy pizza. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care.

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 |
|--|---|

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 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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