

Whalton Out of School Club

Inspection report for early years provision

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EY224665

Inspection date

02/11/2011

Inspector

Julie Larner

Setting address

Out of School Club Building, Whalton C of E First School,
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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

Whalton Out of School Club opened in 2001 and is run by a voluntary management committee. It operates from a purpose built childcare building in the grounds of Whalton First School in Whalton, Northumberland and has access to an outdoor play area. The setting is open from Monday to Thursday from 3.15pm to 5.30pm and on Friday from 3.15pm to 5pm, during the term time. The club also opens at certain times during the school holidays if there is a sufficient need from the parents whose children attend the group. They are registered by Ofsted of the Early Years Register and also both the compulsory and voluntary parts of the Childcare Registers to care for a maximum of 24 children at any one time. There are currently 23 children on roll, four of whom are in the early years age range. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The setting employs three staff, one of whom hold a National Vocational Qualification (NVQ) Level 3 and another who holds an NVQ at Level 2.

There were no children present at the time of the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The practitioners caring for the children create a warm and welcoming environment and know the children they care for well. They seek to make improvements to the setting and have a sound capacity to continuously improve through mainly effective self-evaluation. The staff have established strong links with the school due to the manager of the setting also working alongside the reception teacher in the school. Partnerships with parents are effective due to successful systems that have been developed to share information with them. Although the children's welfare is promoted well in many areas, several records and documents are lacking sufficient details to ensure that they meet the necessary requirements that contribute towards fully protecting children's well-being. Children are fully included in the setting and their individual needs are successfully met by the staff who work with them.

What steps need to be taken to improve provision further?

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

- ensure that the records of information that have been used to assess staff's suitability include the date on which the Criminal Bureau Record checks were obtained (Suitable person) 17/11/2011
- ensure the records of the risk assessment clearly states when it was carried out, by whom and the date of review (Documentation) 17/11/2011

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a staff member (Safeguarding and welfare) 17/11/2011
- ensure each child is assigned a key person (Organisation). 17/11/2011

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

- consider using the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review
- provide further opportunities in children's free play to help them understand that people have different views, cultures and beliefs, that need to be treated with respect.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are mainly sufficient to protect the children who are cared for in the setting. Although, insufficient attention is paid to some details that are required to be in place to fully meet the necessary requirements. For example, dates when Criminal Record Bureau checks have been completed on staff are not recorded and the safeguarding policy does not include what to do in the event of an allegation against a staff member. These are both a breach of the welfare requirements. The staff team show a sound understanding of what to do if they have a concern about a child and update training on a regular basis to ensure that they remain familiar with current guidance. This, in turn, benefits the care of the children. Satisfactory risk assessments are completed and used to assess the areas in the setting that need to be checked on a regular basis. However, the risk assessments also lack the necessary details, such as, when they were completed, by whom and the date for review. This is a breach of the welfare requirements.

The staff have a sound vision for the future and are beginning to develop systems to evaluate their practice. They have made changes that have benefited the care of the children. For example, by producing written plans to provide more structure during the sessions, including activities that interest the children, improving the menu to promote healthy eating and introducing foods from different countries. The recommendations from the previous inspection have been sufficiently addressed and improve the communication links with the parents and carers. Policies are freely available to ensure that parents know how the setting operates and clear systems have been developed to collect views from the parents. This contributes towards enabling parents to play an active role in the setting. Good links have been established with the school in which the setting is based. The manager of the setting also works in the school which enables her to maintain continuous dialogue with the reception teacher to collect information about the children. The setting follows an effective equal opportunities policy which ensures that all of the children are fully included in the setting and diversity is mostly promoted well.

Space in the setting is well organised to provide different areas for children's play. A range of good quality, well maintained toys and equipment that is stored at child height promotes independence and choices. The setting maintains all of the necessary documentation but fails to ensure that all of these records contain the necessary details that are needed.

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

Children are provided with good opportunities to participate in planned activities and equally have lots of time for free play where they make their own decisions about what they want to do. The staff team work effectively to produce written plans for activities that are based on the children's development and individual interests. These plans remain flexible. The staff show a good understanding of the need to ensure that children are motivated in their play and also understand that on some occasions children may want to rest and relax after a day at school. Children's free choices are promoted well. The staff team do some observations on the children in their care which are linked to the different areas of learning to find out what children can do. The manager is currently enhancing these to ensure that the next steps for children are considered and fed into the plans to help children make as much progress as possible in their time at the setting. The areas in the setting are organised well to ensure that children can make choices about what they want to do. Children have easy access to painting and drawing materials throughout the sessions which help to develop their literacy skills and play board games where staff encourage them to count, share and take turns. A range of activities are planned to encourage children to learn about those with differing beliefs from their own, such as making diwali lamps, however, there are few resources to promote diversity in children's free play. The staff team know all of the children in the setting well, however, there is no key person system in place. This is a breach of the welfare requirements.

Children benefit from healthy options of food and drink. A planned menu ensures that these are varied and consideration is placed on meeting children's individual dietary needs. The staff team use the menu as a way of encouraging children to try and develop an understanding of foods from different countries, such as Irish stew and soda bread. Children have opportunities to be active and play outdoors, mainly in the warmer months of the year. The setting has developed a gardening area where they grow vegetables. Consistent procedures implemented by the staff team ensure that personal hygiene is promoted effectively as children are encouraged to wash their hands before snack time. The staff follow cleaning routines through wiping down tables during the session at appropriate times. This results in children's health being promoted adequately. Children begin to learn about how to stay safe in the setting through consistent reminders from adults that care for them. Fire evacuations are practised on a regular basis to ensure that children are confident about what they should do in the event of an emergency. A consistent behaviour policy is followed by the staff team. They show a sound awareness of how to challenge any inappropriate behaviour and provide sufficient

explanations for the children to help them develop an understanding of the rules and boundaries in the setting. The staff team are aware of how to promote positive behaviour and use praise and encouragement to help develop children's confidence and self esteem.

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?	3
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	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	3
The effectiveness of safeguarding	3
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

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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: Met

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