

# School Club

Inspection report for early years provision

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**Unique reference number**

EY423278

**Inspection date**

31/10/2011

**Inspector**

Karen Byfleet

**Setting address**

The Little School, High Street, Barlborough, Chesterfield,  
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**Telephone number**

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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

The School Club opened in January 2011. The setting is privately owned and managed. The provision operates from The Little School building in the village of Barlborough in Derbyshire. The setting serves the local area and has strong links with Barlborough Primary School and Immaculate Conception School in Spinkhill. There is a fully enclosed play area available for outdoor play.

A maximum of 20 children may attend the setting at any one time. There are currently 26 children attending and of these 14 are within the Early Years Foundation Stage. The setting also offers care to children aged over 5 to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The group opens five days a week all year round, excluding bank holidays. Sessions are from 7.45am until 9am and 3pm until 6pm. During school holidays the opening times vary according to demand. This could possibly be from 7.45am to 6pm. Children are able to attend for a variety of sessions.

The setting employs three members of child care staff. Of these, two hold appropriate early years qualifications to Level three and one is working towards this. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and kept safe within the school club. Staff value and respect the children attending and this is reflected in the good behaviour of the children. Partnerships with parents are satisfactory. However, partnerships with the schools where children attend have not been established to ensure information about the children's learning and development is shared effectively. Staff have not yet undertaken evaluation of their practice and how they intend to move the provision forward. Documentation is not always available for inspection.

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

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

- maintain records policies and procedures required for the safe and efficient management of the setting and ensure they are easily accessible and available for inspection (Documentation) 11/11/2011
- take necessary steps to safeguard and promote the welfare of children by obtaining written parental permission to enable staff to seek any necessary emergency medical advice or treatment in the future 11/11/2011

(Safeguarding and promoting children's welfare).

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

- ensure children are provided with experiences and support which will help them to develop a positive sense of themselves, for example, encourage children's independence in choosing and preparing snacks for themselves
- develop further the partnerships with parents and other providers by sharing relevant information about children's learning and development in order for staff to fully support the children
- develop a culture of reflective practice, self evaluation and informed discussion to identify the settings strengths and priorities for development that will improve the quality of provision for all children.

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

Staff have sound knowledge and understanding of how to ensure children are safeguarded. They have a policy and procedure in place which is understood and followed by staff. They know who to contact should they have any concerns about a child in their care. Effective procedures are in place for the collection of children from the nearby schools. Risk assessments are completed which cover all aspects of the environment, and as a result, hazards to children are minimised. The deployment of resources is good. For example, good use is made of the available space, despite using a shared building where they have to set up and clear away at the beginning and end of each session. Staff have a suitable understanding of their roles and demonstrate a sound commitment to making improvements to the provision. However, they have not yet developed a system of self-evaluation to identify the improvements they wish to implement. Equality and diversity are promoted satisfactorily within the setting. Staff recognise and value the individuality of all children attending.

Documents relating to the children, such as contracts, information records and written consents from parents are not kept on the premises and therefore were unavailable for verification at the inspection. There were no written consents from parents for the staff to seek any necessary medical advice or treatment. Therefore children's well-being is compromised.

Partnerships with parents and providers is satisfactory. Staff spend time talking to parents when they bring and collect their children. They exchange information and pass on any information from the school. However, partnerships with the schools where the children attend are basic and do not extend to staff sharing information about children's learning and development in order for staff within the school club to fully support children's ongoing learning and development.

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

Children are happy and settled. The environment is warm and welcoming as staff set up activities prior to the children being collected from school. Children become quickly engaged in the activities and are able to ask for activities to be changed if they wish. However, there are few opportunities for the children to be included in future planning of activities. Children are polite, well mannered and show concern for each other as they play and interact together. They develop confidence and self-esteem because staff give regular praise and encouragement, as a result, their behaviour is good. Children are aware of the club rules and respond positively to staff expectations.

Healthy snacks are provided and children have access to regular drinks of fresh water. Snacks are prepared served by staff at set times and there are few opportunities for children to take an active part in preparing their own snacks or deciding when they are ready to eat. Children's development of literacy is enhanced through the provision of a suitable range of age appropriate books for the children to access. The younger children clearly enjoy listening to staff reading a story to the group when they arrive at the setting. Staff use this opportunity to engage children in conversation and evaluate their understanding of the book as they discuss the story afterwards. Children of all ages have opportunities for mark making as they participate in a range of craft and creative activities, such as painting, drawing and collage. They take part in a range of physical activities and clearly enjoy the interactive video games which require physical skills such as dancing. They have some opportunities to access computers, although, this is not on a daily basis. They develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills.

## 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	2
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

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