

# After The Bell Out Of School Club

Inspection report for early years provision

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<b>Inspection date</b>	14/11/2011
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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

After The Bell Out of School Club was registered in 2000. It is run by a committee and operates on the premises of Southroyd Junior and Infant School, in the Pudsey area of Leeds. The club serves families from the school and the local community. The club has its own premises within the school grounds, consisting of two playrooms with associated facilities and access to the school grounds for outdoor play. Disabled access is provided via a ramp and there is a disabled toilet in the building.

The club is registered to care for a maximum number of 42 children aged from three to eight years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary part of the Childcare Register. There are currently 92 children on roll, aged between four to eleven years of age, of these, 34 are in the early years age range. Children attend various sessions throughout the week.

Opening times are Monday to Friday from 7.45am until 8.45am and from 3.15pm until 6pm during term time. During the school holidays it is open from 8am until 6pm, with the exception of one week at Christmas. There are nine members of staff working with the children, of these, four have level 3 qualifications in playwork and one has a level 2 qualification in playwork. Two of the part-time staff are currently working towards level 3 qualifications in playwork.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Satisfactory attention is given to meeting the individual learning and development needs of children overall. They take part in a range of activities and make steady progress in their learning. Inclusive practice is promoted and children are valued and respected as individuals. On the whole satisfactory systems are in place to promote the welfare needs of children. Relationships with parents, carers and links with external agencies, are positive. The provider assesses the effectiveness of the setting and areas for improvement are identified. A capacity to improve is demonstrated, in order to ensure that outcomes for children develop satisfactorily.

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

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

- devise written risk assessments for the premises and the use of equipment and resources, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 28/11/2011
- assign each child a key person (Organisation) 28/11/2011

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

- display children's free art work.

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

On the whole, safeguarding procedures and practices ensure that children are protected. The staff team are appropriately vetted, have completed training in safeguarding children and know the signs and symptoms of potential abuse. Most of the staff hold current first aid certificates. Security procedures are adhered to, early years children are escorted from their classrooms to the club, only named persons may collect children and a log of visitors is kept. Required consents are obtained from parents and all accidents are recorded and countersigned by parents. Written risk assessments for outings and for some outdoor activities are kept. However, there are no written risk assessments in place for the daily checking of the premises, resources and equipment used by the children. This is a breach in welfare requirements.

The organisation of space and resources meets children's individual needs and enables them to develop independence and to make choices. All items used by children are of satisfactory quality, suitably challenging and appropriate to their ages and stages of development. Comfortable seating is provided for children to relax after school and they receive good levels of individual attention from staff.

Self evaluation is undertaken informally by the staff team and the views of parents and children are sought in regular discussions. Improvements have been made to benefit the children's welfare and development. The number of staff employed has been increased because of the large number of younger children attending. The second room is designated as a playroom exclusively for the early years children as some of them had difficulties in settling-in. Security has been enhanced by the installation of closed circuit television and staff have completed additional training in behaviour management. The recommendations made at the last inspection have been implemented fully, thereby, improving safety. The gate to the kitchen is closed so children cannot access the area, parents consistently sign the accident record and the large storage boxes are on wheels so that children do not lift them.

Relationships with parents, carers and links with the school, are positive. Parents receive an information pack which includes the main policies, such as, behaviour management, child protection and complaints. Each day the staff speak with parents at drop off and collection times. In thank you cards, the parents express their satisfaction with the service. Their comments include "the dedication you all show is amazing". The staff have good relationships with the teachers in school and talk with them regularly so that children's learning is complimented between the settings.

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

Activities are predominantly child-led with adults lending good support. For instance, the children love to play outside so the staff incorporate this into the daily routine. This promotes active lifestyles and children develop their physical skills, such as, kicking balls and playing cricket. Staff talk to the children about what they are doing and praise their efforts. Basic development records are kept, these satisfactorily compliment the curriculum delivered in school and mainly record children's interests and their personal, social and emotional development. However, there is no key person assigned for each child in the Early Years Foundation Stage. This is a breach of welfare requirements.

Children are polite and well behaved. They have friends they like to be with and their relationships with adults are very good. Children are happy and relaxed in their environment. The youngest children are paired-up with an older child when they start, who shows them what to do. So they build up their confidence within the mixed age group. Children know the rules of the setting and abide by these very well. For instance, at registration time all the children remain quiet until the roll call is completed. The children are taught well about how to keep themselves from harm. When playing outside they ask permission from the staff to retrieve balls from the grass which is wet and slippery. Adequate, healthy snacks are provided for children. They help themselves to toast, (a choice of white or brown bread is offered) and squash or water to drink.

Children like to make things and engage in a number of construction activities. They play memory games, such as, 'Guess Who' and board games. These help children to foster their problem solving and number skills, as well as their social and language development. Both genders enjoy using their imaginations and invent characters with dolls and action men figures. They like to do art and craft activities using a variety of materials and the staff praise their efforts. However, there is no wall space dedicated to displaying their free art work and enhance the fact that their creativity is valued. Children are good communicators and they talk with each other as they play and recall the events of their day in school. Books are available for children to look at and read and paper and pens are used freely to promote further their literacy skills.

Children learn about each other and different ways of life as the staff organise activities around customs and cultures. Flags of many nations are displayed and children begin to recognise these. They learn about the world around them and nature because they help to plant and tend the flowers in planters outside. During the school holidays outings to museums, the seaside, farms, theme parks, swimming pools and soft play areas, are undertaken.

## 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	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

<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	2
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