

Young Peoples Activity Team Out of School Care

Inspection report for early years provision

Unique reference number	EY349347
Inspection date	25/11/2011
Inspector	Catherine Curl
Setting address	Ravensthorpe Training Centre, Havelock Street, Dewsbury, West Yorkshire, WF13 3LU
Telephone number	01924 326 492
Email	julie.thompson@kirklees.gov.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

Young Peoples Activity Team out of school care and holiday play scheme opened in 2007. It is managed by Children with a Disability Team & Young Peoples Activity Team. It operates from Ravensthorpe Social Education Centre. The out of school provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The provision is registered to care for a maximum of 26 children under the age of eight at any one time, none of these may be under four years of age. Before and after school and holiday care is provided for children aged between four and 18 years. There are 196 children on roll, one is in the early years age range. No children in the early years age range were present at the time of the inspection.

The provision operates specifically for children with special educational needs and/or disabilities and support children with English as an additional language. They have access to a hall, creative room and sensory room all on the ground floor. Toilet and associated facilities and an outdoor area are also available. The provision opens for out of school care within term time Monday to Friday from 3pm until 6.30pm and between 10am until 3pm during the holidays and from 9.30am until 4.30pm at weekends. There are 51 members of staff working directly with the children, of these 18 hold early years qualifications to at least level 2. Nine members of staff hold qualified teacher status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in a welcoming inclusive environment. Staff have high expectations for all children and are committed to ensuring children are motivated and interested to learn. Overall a wide range of accessible resources enhance children's learning, development and welfare well. Detailed systems are in place to gather information from parents and other professionals in order to meet individual needs. Self-evaluation and systems for monitoring the quality of provision demonstrate a commitment to continuous improvement, which improves outcomes for all children.

What steps need to be taken to improve provision further?

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

- extend the use of symbols to identify resources, which promotes children's independence in selecting, using and returning items.
- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's 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

Children's welfare is promoted because staff have a comprehensive knowledge of safeguarding. All staff know how to identify and deal with any concerns they may have. Thorough recruitment procedures and efficient vetting of staff confirms their suitability to work with young children. Secure premises and staff who are vigilant ensure children's safety. Daily risk assessments of everything used by the children are carried out and regularly reviewed which further enhances children's safety on the premises, both indoors and outdoors.

Teaching is rooted in a good knowledge of child development and the Early Years Foundation Stage. Staff provide purposeful and developmentally-appropriate activities to support children in their learning, adapting activities to ensure all children can access them. The environment fosters children's active learning. There is a large hall with plenty of space to ride bikes or play board games and another area for quieter activities, such as craft or jigsaws. Children freely choose the activities they participate in or are supported by staff who are skilled at communicating and understanding children using a variety of ways. For example, verbally, by sign or eye pointing.

Strong relationships with other professionals and regular meetings with parents enable staff to identify and be responsive to children's needs. Staff skilfully promote children's welfare, learning and development by working in close partnership with all other settings/professionals involved with the child. The provision places a high priority on providing continuity for children within other settings they attend. For example, Staff link with children's schools and ensure that children have the same behaviour management arrangements in place. Children have clear and consistent boundaries which help them to understand what adults expect of them. This promotes behaviour and self-control and builds positive relationships.

The staff continually evaluate the provision for the children. They have addressed previous recommendations. For example, parents now sign the medication records, which provide staff with evidence that parents have been informed of any medication that has been administered. Parents complete an annual survey on the provision. Their suggestions are incorporated into improvement plans, which mean parents are fully involved in the provision. Children thrive and make very good progress in their learning in relation to their starting points. Overall, current systems identify some strengths and areas for development, which improves the provision for all children.

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

Children are learning to feel safe because the staff take their needs and feelings into account when caring for them. For example, when attending to children's

personal needs one member of staff operates the hoist and another stays close to the child for reassurance, so they feel safe. Children are encouraged to be as independent as possible. Staff ensure all children wash hands at appropriate times. For example, those children that are totally dependent on staff for personal care have their hands washed at the appropriate time by 'hand on hand' washing. This effectively promotes children's health and bodily awareness and creates a positive attitude to self-care skills.

Children are learning to use equipment and materials well and in safety. For example, children help to prepare snacks by helping out in the kitchen, preparing and cutting up fruit. They unpack the supermarket order and clear away after meals. Wearing white hats and coats to go into the kitchen helps children to fully understand about health and hygiene. Children have a choice of juice or water to drink. Independent access is managed by a card system. Drinks cannot be freely available as some children who attend the setting are tube fed and are nil by mouth. This system ensures to all reasonable steps are taken to promote safety whilst providing independence for all children.

Children speaking and listening skills are developing well. Staff fully understand the importance of allowing sufficient time for children to respond. Staff encourage and prompt children to respond and will try different approaches if the child does not vocalise. Staff adapt their practice to meet individual children's needs. For example, they use facial expression and eye point. Staff then show the child materials in order to determine if a lack of communication is a result of disinterest or a lack of understanding. Children are developing their problem solving and numeracy skills. For example, animals buried in jelly bath encourage children's exploratory instincts whilst teaching about shape. Children are developing their calculating skills by talking about 'more' or 'less' at mealtimes. Baking activities provide opportunities to observe and talk about changes that take place. Children are exploring and investigating materials as well as designing and making. There are plenty of information and communication technology resources which develop children's skills for the future. For example, switch operated toys, sensory room equipment, plasma interactive smartboard and computer games.

Children are encouraged to build good relationships with other children and behave appropriately because staff create a positive environment. There are positive play signs that remind children to be gentle and care for their friends. The environment provides them with good opportunities to work and socialise with adults and other children. Group activities where they can play with or alongside other children help children to develop understanding and encourage friendships. Children are encouraged to take responsibility in the setting by helping with the day to day routines. For example, helping to prepare and serve snacks and helping to fold the clean laundry. This makes children feel part of the setting and gives them a sense of responsibility which promotes their 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?	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
--	-----