

New Longton All Saints' Time Out Club

Inspection report for early years provision

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Inspector

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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

New Longton All Saints' Time Out Club is run by a voluntary management committee. It was registered in 2004 and operates from the main hall, ICT suite, corridors, Key Stage 1 group room and Key Stage 2 toilets within New Longton All Saints' Church of England Primary School in Preston, Lancashire. Children have access to a secure enclosed outdoor play area. A maximum of 35 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The club operates on Monday to Friday from 7.45am to 8.55am and from 3.15pm to 5.45pm during school term time only. Children attend from the host school only.

There are currently 74 children on roll. Of these, 35 are under eight years and of these 20 are within the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 6 in early years, one holds a qualification at level 4 and three hold a qualification at level 3 all in early years. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

New Longton All Saints' Time Out Club creates a welcoming and fully inclusive environment, where children have fun. Staff know the children exceptionally well and respect their individuality and uniqueness. Children very much enjoy their time at the club and have access to an excellent variety of resources and experiences which supports their learning and development extremely well. Positive partnerships with parents and carers are in place. Links with other professionals where children receive care and education are outstanding. In the main good systems for self-evaluation are in place demonstrating the club's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems which take into account the views of parents, carers and staff in order to effectively identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Clear recruitment, vetting and induction procedures for staff safeguard children's welfare. Staff demonstrate a good knowledge and understanding of procedures to be followed to safeguard children, and therefore children are well protected. Detailed safeguarding policies and procedures are in place and fully accessible to staff, parents and carers. Well maintained records and documentation are effective in supporting children's safety and welfare and the efficient management of the club. Thorough risk assessments and daily safety checks are completed to ensure children's safety at all times.

An excellent range of high quality resources for both indoor and outdoor play supports children achievement and enjoyment extremely well. Children make many choices on a daily basis about their play and as a result they are becoming highly independent and active learners. Equality and diversity is effectively and actively promoted and staff ensure all children have equal access to all opportunities and resources. Staff have an exceptional knowledge of each child's backgrounds and needs and are highly effective in helping them to learn about and understand the society in which they live.

Partnerships with parents and carers are good and they have access to a wide range of information about the club. Parents and carers spoken to speak extremely positively about the club and their child's care and enjoyment. Partnerships with other early years professionals are outstanding. Extensive daily communication takes place between teaching and club staff, and includes feedback regarding planning of activities, ongoing development and achievements. Club staff use this information exceptionally well in order to plan activities to support children's development through play. These highly effective arrangements ensure a continuity of care and complimentary curriculum for all children. Staff demonstrate a good commitment to their role and regular staff meetings and appraisals are in place. Self-evaluation is on-going and there are clear plans in place to secure further improvement. The manager has completed the Ofsted self-evaluation form; however, this does not include the views of all staff, parents and carers. The completion of the recommendation raised at the last inspection, commitment to monitoring and self-evaluation, ongoing training and development demonstrates a good commitment to driving improvement and embedding ambition.

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

Staff have an excellent understanding of the learning and development requirements and playwork principles. This knowledge is used to provide children with access to an outstanding range of activities and experiences. Consistent staff and key person system ensures children feel safe and secure. As a result, children make excellent progress in their learning and development. Staff undertake observations and assessment of children's progress and achievements and keep detailed developmental records. Staff plan highly stimulating activities based around observations, children's interests and consultation and feedback from

teaching staff within the school. Children arrive happy and eager to participate, and there is a buzz of laughter and chatter in the hall. Children freely move around the room selecting activities and resources from the extensive range available. Once everyone has arrived and accounted for they also have the option to play in or outdoors. Children's behaviour is excellent. They share, take turns and play together exceptionally well. For example, older children eagerly help younger children with games and equipment. Children make an excellent contribution to the club. They participate in children's forums where they discuss their club, rules, activities, planning and resources. In addition, a 'polling day' encourages children to vote on new resources and equipment.

Children are developing a good understanding of their own safety through reminders about the safe use of tools and equipment, along with themes and discussions. Children enjoy healthy snacks and access to fruit and drinks at all times. They are aware of the need for good hygiene routines. Snack times are social occasions where children from different classes sit together engaging in conversation. Children have excellent opportunities to write, make marks and use books which promotes their literacy skills. Highly stimulating themed nights are planned and encourage children's development. For example, during 'spy night', children work together to solve clues. They develop excellent problem solving skills as they use table top games and weigh and measure during baking activities. Children have many opportunities to develop their creativity and imagination, through role play, drawing and making models. Children confidently access outdoor play spaces and resources, enjoying group games, such as football and den building. They enjoy using the pool table and other table top games. They develop an excellent understanding of the wider world as they celebrate an extensive variety of festivals, such as Diwali and Commonwealth Day. They taste food from other countries and at the time of the inspection children enjoy a traditional Thanksgiving dinner. The activities and opportunities offered, staff interaction and commitment from both staff and children clearly supports the excellent development of children's skills for the future.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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