

Norland Fun Club

Inspection report for early years provision

Unique reference number	303784
Inspection date	01/12/2011
Inspector	Steve Rigby

Setting address	Berrymoor Road, Norland, Sowerby Bridge, West Yorkshire, HX6 3RN
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Telephone number	01422 834705
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Email

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).

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

Norland Fun Club opened in 1990 and re-registered under the new premises in April 2007. It is run by a voluntary management committee and operates from a porta-cabin near Norland Primary School, on the outskirts of Sowerby Bridge. All children share a secure, enclosed, outdoor play area.

A maximum of 16 children may attend the pre-school and a maximum of 20 children may attend the out of school club at any one time. The pre-school is open weekdays during term time from 9.30am to 3.00pm. The out of school club is open weekdays during term time only from 8.00am to 9.00am and from 3.00pm to 6.00pm. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

There are currently 28 children aged from two to under five years on roll at pre-school. Of these 22 children receive funding for early education and are in the early years age group. There are currently 31 children on roll at the out of school club of which 18 are between five to eight years of age. Children attend from the local community and surrounding areas. The setting employs six staff. Of whom all hold a qualification at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good and children thoroughly enjoy themselves within this safe and inclusive setting. They show great confidence and share strong relationships with the staff and their peers. The setting is pro-active in fostering excellent partnerships with parents and carers to ensure that all children are fully supported and their individual needs met. The extent to which children develop healthy lifestyles is outstanding. Partnerships with other agencies and settings are mostly effective. Those in charge show a good capacity for continuous improvement and self-evaluation is mostly effective.

What steps need to be taken to improve provision further?

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

- extend further the systems in place to provide increased opportunities for all staff to be engaged in informed reflective practice, to further enhance the self-evaluation process
- exploit more fully systems to share information about the children learning and development between all providers delivering the Early Years Foundation Stage to further enhance transition and support continuity of their learning.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting are good and all safeguarding, vetting and recruitment procedures are secure. The club is well organised and staff who clearly understand their individual roles and responsibilities deployed well. Staff consistently update their knowledge and their practice which is well supported by good record keeping and all the required records, policies and procedures. Regular risk assessments ensure that children play in a secure and safe learning environment. The club promotes happy, confident children who relate well to each other and to adults.

Good progress has been made in completing the recommendations from the last inspection, which have had a positive impact in outcomes for children. Self-evaluation is accurate, realistic and challenging and helps support and improve the quality of setting. All staff clearly recognise the value of continuous quality improvement to help improve learning and teaching. Although, systems to further increase opportunities for all staff to be engaged in informed reflective practice are developing.

Partnerships and communication with parents is outstanding. The setting has an excellent relationship with parents and carers and they are kept very well informed of their children's progress and achievements. For example, informative 'home/school books' carry detailed information as to each child's daily experiences, which are warmly received by all parents and carers. Parents and carers are heavily involved in the settings self-evaluation process and the setting responds positively to their request and ideas which are used extremely well to help shape the service offered. The assigned key worker system is very well established and staff take every opportunity to speak with parents and carers and exchange relevant information and these links highly valued by all parents and carers.

Partnerships with external agencies and with other providers delivering the Early Years Foundation Stage including the feeder schools are mostly effective. There are good systems in place to help support continuity of care and learning with many of the schools and settings. However, systems to more effectively share the children's development records with all the settings have not been fully explored, to enhance further the sharing of records and their continuity of learning.

Staff promote an inclusive environment and have a good understanding of children's individual needs. Consequently, they provide a good balance of child-initiated, adult-led and one to one activities, which are enjoyed by the children. The resources and environment are creatively used to capture the children interest and imagination.

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

Children of all ages enjoy their time at the setting they feel safe and have strong and supportive relationships with the staff. Staff encourage children to share and take turns which helps children to develop positive relationships with each other. They learn to show respect and consideration for others and display good behaviour due to the positive praise they receive

Children's communication, language and literacy is supported well. Children communicate well with their peers and with adults. Skilled open ended questioning by staff encourages children to think, problem solve and be inquisitive about what they see and experience. Children have good opportunities to use books and enjoy stories. For example, children enjoy singing, making gestures and active role play as they enact the nativity scene. Whilst during story sessions, they clearly show that they understand that print carries meaning as they enjoy recalling a traditional story, frequently repeating the numerous rhymes within the story with great glee.

Children's knowledge and understanding of the world is supported well. Children make regular trips around the local area where they learn about their local community and come into contact with nature. A wide range of festivals and cultures are celebrated and resources such as dressing-up clothes, books, dolls and small world equipment used well to help children experience a diversity of cultures. For example, special lunches which are arranged to celebrate difference such as Chinese New Year and the Mexican culture are popular and help children to value and respect other cultures and differences.

Children develop an exceptional understanding of healthy lifestyles. They benefit from healthy snacks, which they help to prepare and show an excellent understanding of how healthy foods benefit their bodies. Children help to plant seeds and grow herbs and salad and avidly tend to them until they are ready to pick and eat. Children show an excellent understanding of the benefits of exercise and the link between keeping healthy and being out in the fresh air. Excellent use of the outdoor area helps children increase their confidence and they show a good awareness of how to keep safe as they move with control and coordination and learn to respect each others space. Children develop good skills for the future as they show an increased confidence in both their indoor and outdoor play and as they become active and independent learners.

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	1

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	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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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