

Newlaithes Out of School Club

Inspection report for early years provision

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Inspector

Ingrid Szczerban

Setting address

Portacabin, Horsforth Newlaithes Junior School, Victoria
Crescent, Horsforth, LEEDS, West Yorkshire, LS18 4PT

Telephone number

01132 588645/07855 287136

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).

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

Newlaithes Out of School Club was registered in 2005. It is privately owned and operates from a building in the grounds of Newlaithes Primary School. The out of school club serves children from two local schools and is situated in the Horsforth area of Leeds. The club has its own designated play areas for outdoor play and a wildlife garden. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register.

Opening times are Monday to Friday from 7.30am to 9am, and from 3pm to 6pm, in term time. In school holidays, it may open from 7.45am to 6pm. A maximum of 50 children, aged between 3 and 11 years, may attend at any one time. There are currently 75 children on the roll and children attend a variety of sessions. The club provides a 'walking bus' service from a local school to Newlaithes Primary School. Seven staff are employed to work directly with children, of these, three are qualified in childcare or play work to level 3 and two hold an early years degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Superb attention is given to meeting the individual learning and development needs of children. They take part in an extensive range of activities and make excellent progress in all areas of learning. Inclusive practice is promoted exceedingly well and children are very much valued and respected as individuals. There are robust systems in place to promote the welfare needs of children. Relationships with parents, carers, and links with external agencies, are second to none. The provider assesses the effectiveness of the setting very well indeed, and areas for improvement are accurately identified. An outstanding capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop good practice through training.

The effectiveness of leadership and management of the early years provision

There are robust systems in place to promote the welfare needs of children. The staff team have undergone appropriate checks; the majority hold current first aid certificates and have completed training in safeguarding children so that they know

how to deal with any concerns which may arise. Comprehensive written risk assessments are implemented most effectively to ensure that children remain safe and all potential hazards are minimised. For example, when children are escorted from their school to the club, they, and the staff, wear luminous vests so they can be clearly seen. A visitors' log is kept, and all medication and accidents are meticulously recorded. Comprehensive policies and procedures are routinely evaluated, reviewed, signed and updated when needed.

Extremely effective leadership and management in the out of school club results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage exceptionally well. The exemplary organisation of space and resources meets all the children's individual needs and fully enables them to develop independence, make choices and ensures inclusion. For instance, the children are free to choose to be inside or outdoors and the staff are deployed effectively throughout. Children safely choose their toys and games which are all stored at their height, so they are very autonomous and supremely confident. All resources used by children are of high quality, challenging and appropriate to their ages and stages of development.

Self-evaluation demonstrates rigorous monitoring and searching analysis of what the setting does well and areas for development. Recommendations from the last inspection have been fully implemented to improve the welfare of children. The safeguarding procedure now includes a process to follow should an allegation be made about a member of staff. A myriad of further improvements have been made; these include, the creation of a wildlife area and a plot for children to dig, rake, and plant. The staff team evaluate the club's service at the end of each session, they undertake regular training and plans are in place to ensure that all staff complete training in the Early Years Foundation Stage. The evaluation process involves the whole of the staff team, parents, children, teachers, the owners and local authority development workers; all working together to substantially enrich the children's environment.

Relationships with parents, carers, and links with external agencies, are second to none. Key workers for the children gather highly-detailed information from parents before their child starts to make settling in as seamless as possible. Questionnaires are used to develop the service offered. For example, when asked, parents and children expressed their wish for the provision of substantial meals to be continued rather than replaced with lighter snacks. Parents spoken with during this inspection state their complete satisfaction with the service provided. Parents and children are consulted regarding the development of the outdoor provision. Excellent partnership working is established between the staff at the club, the teachers in school and the parents so that children's individual learning and development is complimented most effectively.

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

A rich, vibrant and varied environment, coupled with meticulous individual observations, assessments and plans, means that all children are eager to attend, show high levels of interest and make significant gains in their learning. An excellent key person system is established and the wishes and views of children and their parents are given utmost priority at all times. The staff motivate and inspire children with their enthusiasm and very effective questioning techniques. The individual interests of all children are consistently observed by staff and their ideas are acted upon by staff. For instance, a child eagerly arrived telling the staff all about cowboys and Indians (a film he had watched the previous evening with his parents) he wanted to make a cowboy hat to use in his play, staff facilitated this and a game of cowboys and Indians took place involving many children.

Children's behaviour is exemplary. Relationships are very strong at all levels. Children readily approach adults and engage in small group activities with, or alongside the friends they like to be with. Children learn very well about considering the needs of others because staff organise older children to 'buddy-up' with the early years children to help them settle in quickly. Outdoor play is a daily feature of the routine because children have requested this. They run, climb and have a great deal of fun playing hide and seek outside, therefore developing their physical abilities and counting skills. Children engage in numerous art and craft activities. They know that their creativity is greatly valued by adults because their art work is prominently displayed on the walls.

Children are skilled communicators. Language and literacy are promoted exceptionally well. The children chatter freely to each other about what they are doing and about their families and pets at home. At circle time they make known their preferences for activities and talk about their intentions. So they learn about each other very well and how to make decisions. There are excellent opportunities for children to mark make using pens, crayons and chalks. Children have also made their own information file about the club; writing their own words and drawing pictures, they describe for new parents and children, what the club is like.

The children's knowledge of how to stay safe is extremely well established. An older child tells a smaller child "it would be safer if you keep your shoes on, on the slide". All children are included in the setting of rules and boundaries for both the indoor and outdoor environment. Safety issues are discussed with children, such as the possible dangers when using scissors or of running inside. Healthy, balanced and nutritious foods are given to children. They eat fruit and have a drink as soon as they arrive and later enjoy chicken curry with rice. The foods and festivals of countries from around the world are frequently included in the experiences provided for the children so they value and respect other ways of life. Children grow their own fruit and vegetables, and have a wildlife garden too. Therefore they learn first-hand about nature and where food comes from.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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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	1
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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