

# Rosegrove Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY363633

**Inspection date**

22/11/2011

**Inspector**

Gary May

**Setting address**

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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).

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**

The Rosegrove Out of School Club was re-registered in December 2007 due to a change in company status. It operates from its own base room within Rosegrove Infant School in Burnley and caters for children who attend the school.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 16 children may attend the nursery at any one time, all of whom may be on the Early Years Register. The club is open each weekday from 3.15pm to 5.30pm, term time only. All children have access to the school's enclosed playground. There are currently 16 children on roll.

The club employs two part-time staff, both of whom hold an appropriate early years qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The use of assessment and observation by staff effectively promotes children's learning and development. The environment and the range and accessibility of resources are good and support child-initiated learning well. Children enjoy the school play area where staff support their physical development. Overall, partnerships with parents, the host school and other agencies are effective. The children are active members of the out of school club; for example, they tidy up and set tables for mealtimes. The setting carries out regular self-evaluation, which ensures the provision is responsive to their needs and there is a good vision for the future.

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

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

- develop further opportunities for parents and practitioners to work together to improve the positive impact on children's development and learning
- invite people into the setting who work in the community to talk to children about their roles.

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

Children are safeguarded through the setting's implementation of robust systems, policies and procedures. The staff are knowledgeable of these which they read and sign. Staff make effective use of daily risk assessments to support them in ensuring the areas used by the children are safe. Staff are properly vetted through a rigorous recruitment process which also ensures they all have a Criminal Record

Bureau check. Children move around inside freely, enabling them to learn independently in a safe environment.

The manager and staff have engaged in self-assessment with parents, which has been effective in identifying the out of school club's strengths and weaknesses. This has led to reorganising the learning areas to create more space. There is a good balance between staff-led and child-initiated activities, meaning that children are interested in the activities on offer and remain engaged. The setting has an effective equal opportunities policy which is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

The setting's established partnership with the host school is enhanced because all the staff are teaching assistants in the school. This means all staff have a good knowledge of the children and are able to meet their needs well. Parents and carers have satisfactory opportunities to be involved in supporting their children's learning and development. This is because staff provide daily updates to parents and complete a learning journal. However, this is only sent home at the end of the school year, which means parent's contributions are minimal.

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

The manager and staff are knowledgeable about the Early Year's Foundation Stage and use this knowledge well to support children in their learning. Children are making good progress towards the early learning goals due to a clear system for individual planning. This is based on observation and assessment and clearly identifies children's next steps in learning which are linked to their interests.

Children have good relationships with staff in a well-organised environment where they are safe and content playing with their friends or independently. Children respect the clear boundaries staff have set and successfully implement the 'golden rules' which they helped to develop. They proactively participate in routines, for example, asking if they can help to set tables for snack time. Children learn well about other cultures and beliefs. They participate in a range of sessions and activities linked to festivals, books, dolls, puzzles and puppet shows. Staff make effective use of a range of new ideas to promote diversity. However, opportunities for children to learn about people who work and help others in their community are limited.

The outdoor area has a good range of resources that children enjoy using when the weather is good. They develop climbing and balancing skills on the outside play equipment. Children choose a healthy snack and help themselves to fresh water, learning about the importance of making healthy choices. Numeracy and mark-making resources are readily available where children are developing their writing skills. They are learning to count and order numbers using a range of games and activities. Through the use of technology toys children are also developing keyboard and mouse skills. For example, children learn to operate the computer whilst playing a counting game. Children develop their reading skills

from having access to a wide range of books. They also have good access to creative opportunities where they are developing their own ideas in pictures. Children enjoy other creative activities, including painting keys for Father Christmas made from clay in a previous session. Throughout these types of activities they are developing hand and eye coordination and further developing pencil control skills. Their work is displayed within the setting indicating that their creativity is valued and, as a result, children's self-esteem is promoted.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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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