

Tonacliffe Out of School Club

Inspection report for early years provision

Unique reference number EY347241
Inspection date 13/12/2011
Inspector Eileen Sharma

Setting address Tonacliffe School, Tonacliffe Road, Whitworth, ROCHDALE,
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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

Tonacliffe out of school club was registered in 2007 and operates out of two playrooms within Tonacliffe school in Rochdale. It is privately owned and managed. The club is open Monday to Friday from 7.50am to 8.50am and 3.30pm to 5.30pm term time only.

The club is registered to care for a maximum of 45 children aged from four years to less than eleven years at any one time. There are currently 30 children aged from four to eight years on roll. Of these, 12 children are within the early years age range. The setting is registered by Ofsted on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register.

The club employs four members of staff, including the manager, three of whom hold appropriate early years qualifications at level three and one is working towards level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the afterschool club because the staff provide a welcoming, inclusive environment where all children are valued. Staff are aware of the children's individual needs and preferences. As a result, they make good progress in their learning and development. The learning environment is safe and secure because there are good systems in place to protect children. There are effective partnerships with parents and the school, ensuring continuity of care and education. The club demonstrates a commitment to improvement, ensuring that areas for development are identified and addressed.

What steps need to be taken to improve provision further?

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

- ensure that information from the observational assessments identify children's next steps and are used to inform planning
- ensure that all snacks offered are healthy
- provide further opportunities for children to use resources independently, for example to self serve drinking water

The effectiveness of leadership and management of the early years provision

All staff demonstrate a secure understanding of child protection procedures and know how to deal with any concerns about children's welfare. The recruitment procedure ensures that all adults who are employed are checked for their suitability. Consequently, children are well protected. The premises are safe and

well maintained because effective risk assessments are carried out. This means that children can move safely and freely around the club. All required records and policies to promote children's safety are available.

Staff are knowledgeable about the Early Year's Foundation Stage and use it well to support children in their learning. The good quality resources are well organised and the space is used effectively to ensure that the children can access all six areas of learning. An effective key person system is in place, ensuring that the adults know the children well.

The manager is enthusiastic, motivated and committed to continuous improvement. The club has addressed previous actions and recommendations promptly and effectively. For example, children are now able to access the outdoors much more frequently and are involved in planting and growing their own fruit and vegetables. This means that children benefit from improved opportunities to learn about the natural world.

There is an effective partnership with parents, and the setting has a very good induction process. The 'all about me' book ensures that staff are able to understand individual preferences and the unique needs of children. The manager demonstrates a good understanding of the benefits of working with other professionals. Effective links with the school means that activities undertaken during the school day are complimented and extended in the out of school club.

A clear equality and diversity policy helps to promote inclusive practice. The staff will readily adapt activities to ensure that all children can take part. As a result of this, the individual needs of all children are met and all children are included fully in the life of the club.

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

The club offers a welcoming, homely environment. Staff demonstrate a sound understanding of the Early Years Foundation Stage and implement it well. Staff observe children and record their progress through photographs and narrative. However, next steps for individual children are not identified, so learning opportunities are not always maximised. Activities are planned based on children's interests and a wide range of stimulating experiences promote children's learning and enjoyment. Good interactions between the staff and the children help to ensure steady progress in all areas of learning.

The adults teach the children about staying safe. Therefore, the children behave in a way that is safe for themselves and others. For example, children practice the fire drill on a regular basis. This ensures that children understand what to do should the need to evacuate arise. Staff give reminders to children about safety issues and children know not to run about inside.

Children learn about healthy lifestyles and create displays about healthy food choices. Staff ensure high standards of hygiene. Consequently, children wash their

hands before snack time and baking activities. Snacks are generally healthy. However, some children are able to choose sugary cereals. Fresh drinking water is available, but not freely accessible, which makes it difficult for children to help themselves to water when they feel thirsty. During snack the adults act as positive role models, initiate conversation and reinforce appropriate behaviour. As a result of this, children demonstrate good table manners and enjoy the social experience of eating together. There are good procedures in place for recording accidents and administering medicine, which promotes good health. Staff have undertaken training to support children with more complex health needs. This means that all children can safely access the club.

Children are valued and their opinions are respected. They have lots of opportunities to make contributions to the club. For example, they share ideas with the staff team about activities and play. This means that the children enjoy the many opportunities on offer. Children are very well behaved and polite. The club rules help to promote positive relationships, and older children give help and support to the younger children. Staff supervise children well and encourage positive behaviour. Consequently, children are calm and purposeful in their play. For example, staff members support turn taking and sharing during a board game. Children develop confidence and good communication skills through daily discussions at registration time. Staff work to develop communication during activities. For example, during a baking activity the children are encouraged to use mathematical language when weighing ingredients. They are encouraged to discuss the texture and consistency of dough. Children excitedly share ideas with each other about what their final creation will look like. Children demonstrate a great deal of pride in their achievements giving them confidence and developing their 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	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
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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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met