

Extra Time Club

Inspection report for early years provision

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Inspector Susan Rogers

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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.

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Description of the setting

Extra Time Club was registered in 2011 and is privately run. It operates from two classrooms and the hall within All Saints Primary School in Alrewas, Staffordshire and serves children who attend this school. Children have access to an outdoor play area which is enclosed. The setting opens Monday to Wednesday all year round and during one week of the school holidays. Sessions are from 7.30am until 5.30pm during the school term and from 8am until 5.30pm during the school holidays. Children attend for a variety of sessions.

A maximum of 32 children aged under eight years may attend at any one time. Currently there are 92 children on roll, 28 of whom are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

There are five members of staff who work with the children. Of these three members of staff hold a National Vocational Qualification (NVQ) at Level 3, two of whom are working toward a NVQ at Level 5. The two remaining members of staff are unqualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress as they have established positive relationships with each other and with the warm and considerate staff. Some policies and procedures protect children's safety and welfare but essential details are omitted from some policies. Children's individual needs are attended to which is supported by the positive partnerships with the host school, parents and outside agencies. The system that measures the effectiveness of the setting is developing with the manager having recently commenced documenting this process. The setting has made suitable progress since the last inspection demonstrating that there is capacity for satisfactory improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that there is information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 13/01/2012
- improve the record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 13/01/2012

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

- provide positive images that challenge children's thinking and help them embrace differences in gender, ethnicity, language, religion, culture special educational needs and/or disabilities
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review - assessing what the setting offers against robust and challenging quality criteria
- improve the special educational needs policy so that it includes information about how the provision will encourage children to value and respect others.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as staff have a suitable appreciation of how to respond if they have concerns regarding a child's care. Most staff have attended recent child protection training which has updated their knowledge and skills. Parents are aware of staff's legal responsibilities and the child protection policy is appropriate and contains relevant contact numbers. All staff are vetted and have a suitable induction. Their ongoing suitability is supported through both in service training and accessing professional training. The delegation of staff duties is managed appropriately promoting children's feelings of safety. Although staff provide adequate supervision as children learn and play the risk assessment is not updated regularly and not signed and dated which is a requirement. Although most documentation is in place the setting does not consistently record information about who has legal contact with the child and who has parental responsibility for the child which is a requirement.

Children have formed friendship and their individual needs are respected and considered by staff throughout their care. However, the special educational needs policy does not include information about how the provision will encourage children to value and respect others. There is appropriate organisation of the premises with children of different age groups being able to enjoy age-appropriate activities.

Activities include some recognition of other cultures through celebrating festivals. There are, however, limited positive images that represent gender, ethnicity, language, religion, culture special educational needs and/or disabilities. The partnership with parents is effective. There are appropriate exchanges of information as they collect their child promoting children's continuity of care. The system that measures the settings progress is developing as there is some consultation with parents, children and additional agencies. However, this is not yet documented and at this stage is not fully effective in driving forward further improvements.

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

Children settle into this homely and spacious setting. The setting utilises a key worker system which promotes staff's appropriate understanding of their individual needs. Staff contribute towards the learning journeys that are compiled by school. This enables staff to refer to the progress of each child and focus on desired areas of learning and development. Children are supported in their transitions as they are collected from school by staff. This promotes their feelings of safety as they are escorted by friendly staff who discuss aspects of their school day with them. Children enjoy a nutritious snack of toast and fruit after school and breakfast cereals and toast are served at the before school sessions. They have ready access to water and fruit squash throughout the session. They enjoy physical activities regularly with easy access to the outdoor play area being consistently organised. Here children play ball games and safely explore the climbing equipment. They have formed friendships with each other discussing aspect of their school day and organising games that include each other. Board games are enjoyed by all of the children promoting their team working and numeric skills.

Art activities are popular as children collect around table and discuss with each other their creations. They enjoy making their own Christmas cards supporting each other with further ideas for different designs. Younger children enjoy being creative as they mould clay using rolling pins and cutters. They enjoy computer games developing their understanding of technology and working together as a team. Their independence is promoted as they help to serve themselves at snack time and behave appropriately. They help to clear away their activities at the end of the sessions and have formed friendships with other children. Children have formed effective relationships with staff as they approach them for support and are relaxed and at ease in their company. Staff support children's activities sitting at tables with them participating in their activities.

There are appropriate activities in place to support children who speak English as an additional language and who have special educational needs. Staff work with additional agencies and there are suitable working arrangements in place with the host school to support children's overall needs.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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