

Blackrod Primary Out of School Club

Inspection report for early years provision

Unique reference number

315907

Inspection date

15/12/2011

Inspector

Elisia Lee

Setting address

Manchester Road, Blackrod, Bolton, Lancashire, BL6 5SY

Telephone number

01204 692 511 and 01204 333 488

Email

office@blackrod.bolton.sch.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Blackrod Primary Out of School Club is managed by Bolton Metropolitan Borough Council.

It was registered in 2000 and operates from Blackrod Primary School in Blackrod, Bolton. Children have access to a secure enclosed outdoor play area. A maximum of 50 children aged from three to under eight years may attend the club at any one time, and of these not more than 16 may be in the early years age group. The club also offers care to children aged eight years to 11 years. The club operates on Monday to Friday from 7.45am to 9am and from 3.30pm to 6pm during school term time. Children from the local and surrounding area attend.

There are currently 39 children on roll. Of these 30 are under eight years and of these six are within the early years age group. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Of these, one holds Qualified Teacher Status, two hold a qualification at level 3 in early years, two hold a qualification at level 2 in early years and one is unqualified. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and enjoy a wide range of interesting and enjoyable activities which cover most areas of learning well. Their individual needs are well met through good planning and observation systems. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the club. Most records, policies and procedures are implemented effectively to promote and safeguard children's welfare. Information is effectively shared through good partnerships with parents, carers and with other professionals. The club uses self-evaluation and internal review systems well to ensure their service is continually improving.

What steps need to be taken to improve provision further?

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

- Gain information about who has legal contact with the child and who has parental responsibility (Safeguarding and promoting children's welfare). 13/01/2012

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

- Review snack time routines to ensure opportunities for children to develop their self-reliance and independence skills are provided.

The effectiveness of leadership and management of the early years provision

The management team ensure the safety and welfare of children because arrangements for safeguarding are good and are clearly understood by all staff. Effective recruitment and employment procedures are in place to ensure staff are appropriately vetted. Policies and procedures are reviewed on a regular basis to ensure they are up to date. Most of the required documentation that promote children's health, safety and wellbeing are in place. However, information about those parents with parental responsibility or legal contact are not gained for children which is a breach in the requirements of the Early Years Foundation Stage. Due to staffs good knowledge of the children and their families this has minimal impact on children's safety. Staff ensure that the environment is always safe through detailed risk assessments and daily safety checks. The management team are actively involved within all aspects of the club and are fully committed to achieving a high level of service. This is demonstrated by staff undertaking continued professional development training to update their skills and knowledge. Regular meetings and informed discussion help keep a focus on improving practice. The recommendations raised at the previous inspection have been successfully addressed, which has a positive impact on keeping children safe. Staff have created a relaxed and welcoming environment. The available resources are used creatively and support children's learning and development. A good equality and diversity policy outlines a commitment to promoting inclusive practice, which all staff implement well, particularly for children with special educational needs and/or disabilities. Staff have a good knowledge and understanding of individual children and as a result their needs are well met. Effective systems are in place to work alongside the host school and parents and carers to ensure the progression, continuity of learning and smooth transition of all children. Partnership with parents and carers is given a good priority. For example, staff share useful information through daily discussions, which ensures parent and carers are kept well informed. Parents and carers are complimentary and talk positively about the club.

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

Children enjoy a wide range of play experiences and make good progress in their learning and development. Staff use what they know about childrens interest through their observations to plan activities that are enjoyed by many of the children and to promote independence. Children are learning how to be considerate individuals with a desire to participate and achieve. Children are greeted warmly at the door and show a strong sense of security and belonging. Their personal, social and emotional development is fostered well due

to the strong positive relationships built up between staff and children. As a result, children's behaviour is good. They participate in purposeful play and display positive attitudes and good co-operation skills. Children are developing their independence through tasks such as choosing toys and equipment for themselves. However, opportunities for children to develop their self-reliance and independence skills during snack routines are less well developed.

Staff provide a wide selection of resources to support children's communication, language and literacy skills. For example, the relaxed environment means children easily adopt roles and play imaginary games acting out poems and supporting each other in their play.

Children's creativity is supported through a wide range of role play equipment, mark making resources and a good range of art materials and media. For example, children freely use creative resources to co-operatively make group displays.

Children have fun and enjoy the outdoors where they freely choose activities to develop their creative and physical skills. For example, children enjoy the adventure playground and team games. Children's numeracy skills are supported through a range of activities. For example children weigh out ingredients for baking or use construction bricks to build structures. Children are valued and engage in a good range of planned activities and experiences, which help them to learn about their own and others customs.

Children learn how to stay safe through themed activities, ongoing discussions and taking part in evacuations of the building. For example, older children support younger children by reminding them to carry their drinks carefully. Staff provide healthy snacks and the children show a good understanding of healthy eating and exercising as part of a healthy lifestyle. Children have consistent opportunities to use remote control vehicles, game stations and desk top computers. For example children access computers to play games and compete against one another or play co-operatively on the game station. Consequently, children effectively develop good 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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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