

# Whalley CE Primary School Out of School Care Club

Inspection report for early years provision

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<b>Unique reference number</b>	309777
<b>Inspection date</b>	19/12/2011
<b>Inspector</b>	Linda Shore
<b>Setting address</b>	Whalley CE PrimarySchool, Church Lane, Whalley, Clitheroe, LANCASHIRE, BB7 9SY
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<b>Email</b>	
<b>Type of setting</b>	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

Whalley Holiday and Out of School Club has been operational since 1999. It is run by a management committee and operates from two rooms in the basement of Whalley CE Primary School in Whalley, Lancashire. The club serves the children and has strong links with the school. There is an outdoor playground and the school playing fields available to for outdoor play.

The before and after school Club opens each weekday from 7.45am to 8.50am and 3.25pm to 6pm term time only. The holiday club opens weekdays from 8am to 6pm during school holidays. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the club at any one time, 30 of whom may be on the Early Years Register. There are currently 13 children attending who are within the Early Years Foundation Stage.

The club employs six members of childcare staff. The manager holds relevant qualifications to level 3 in Playwork and Early Years Care and Education. Four members of staff are qualified to level 3 and one unqualified person. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Whalley Holiday and Out of School Club provides outstanding care. Adults give the highest priority to keeping the children safe so that they feel extremely secure. Excellent provision supports the children's learning through a wide range of interesting activities which enable children to progress extremely well. The club works in exceptionally close partnership with its host school, with parents and with the local authority to ensure that the needs of all children are met. The committee and manager review the provision rigorously, identify what can be improved and drive ambition extremely well. Consequently, the club has an outstanding capacity to improve further.

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

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

- leading and encouraging a culture of reflective practice, self-evaluation and informed discussion, including parents.

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

All necessary steps are taken to safeguard children extremely well whilst allowing them to be independent as they make choices and decisions for themselves. The staff have an excellent awareness of child protection issues and all receive regular training on safeguarding. There are rigorous and thorough recruitment and vetting procedures, including the successful induction of new staff and ensuring that all staff have a valid Criminal Record Bureau check. Comprehensive policies and procedures are in place and promote the successful, safe and efficient management of the provision. All required written records such as risk assessments, are detailed and regularly reviewed. The premises are secure and risks minimised to fully maintain children's safety as they play.

The resources available to the children are extensive and support their play choices extremely well. The use of visual aids and labelling with words to show what resources are available is exceptional and ensures that all children are ably supported in making their own choices. The deployment of the staff is extremely effective and enables children to decide if they want to play indoors or outside, using the schools grounds. The environment and accommodation is conducive to supporting children's continued learning and development; it is organised very well and carefully looked after. Children clearly benefit and thrive as a result.

Actions taken to improve the club are well targeted to have a considerable impact in bringing about sustained improvement. Since the last inspection the setting has undertaken the Lancashire Step into Quality Award and has used this successfully to enhance every aspect of the provision. For example, the collection of children from school is now extremely safe, organised and the transition almost seamless. Previous recommendations have been implemented in an extremely positive way. All policies and procedures have been made very clear including the procedure for lost children. The manager is dynamic and very successful in inspiring the staff team and they demonstrate high levels of practice. Reflective practice is evident and sessions are evaluated to ensure they are meeting the needs of the children and others. Available resources, posters and children's displays reflect positive images of the wider world. The club promotes equality and diversity very effectively and as a result all children are well integrated and their experiences are positive. Effective processes to support a child's home language are in place when this is required.

Excellent partnership working takes place to ensure every child receives a high level of care and support. The club works exceptionally well with the school to ensure that it is able to meet the needs of all children with great success. For example, the manager meets regularly with the school staff to discover what progress the children are making in school and how the club can contribute to this such as listening to the children read each day, or supporting homework. They find out what the children are learning about and plan activities which link well. There is an extremely good exchange of information about children whose circumstances make them particularly vulnerable. For example, medication records and development needs are shared with school and parents. Parents and carers are

extremely well informed about the club's policies and practices, through regular newsletters highlighting policies and requesting feedback for review. Details obtained ensure that children's individual needs are fully met and respected. The club has a highly positive relationship with all parents and carers. They are fully encouraged to be involved in decision-making and there are varied channels for this, although not all embrace the opportunity to do so.

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

All children show a strong sense of security and feeling of being safe within the club, ably supported by excellent practices. Children safely use a range of tools and equipment within the setting, such as scissors and cooking utensils. They have an extremely confident understanding of how they keep themselves safe. Information is shared with them to support this, for example, focussed activities about bullying. The quality of adult interaction and exemplary organisation of the club helps children gain an exceptionally strong sense of well-being. Children develop an excellent awareness of the importance of a healthy lifestyle. The provision of healthy and nutritious meals and afternoon snacks support this. Superb visual aids ensure that all children are able to make choices about what they eat, for example, healthy eating posters inform children and parents of healthy options for packed lunches. Drinking water is freely available throughout the day to ensure children remain fully hydrated.

The extensive range of outdoor equipment easily supports children's ongoing physical development. They benefit widely from using the different areas of the school grounds for which the club has provided outdoor lighting to ensure children can choose to play outdoors all year. All children are fully aware of the need to follow good personal hygiene routines.

All children have a strong sense of belonging and clearly know they make decisions about their play. They are extremely confident, settle well and develop excellent relationships with adults and their peers. Children play well independently and with their peers, showing excellent negotiation and co-operation skills. All children are valued and engage in a wide range of activities and experiences, which include those that help them value diversity. Their behaviour is commendable. Children are well supported in developing skills for the future. The excellent relationship with the school ensures each child's continuing learning needs are recognised and assessed. Each child's key person is fully aware of children's likes and dislikes, using their interests to ensure they have a fulfilling time at the club and their learning at school is complemented well. Regular observations are assessed against the Early Years Foundation Stage framework to ensure children continue to make progress. Staff discuss any noted achievement gaps with parents and the school to enable continuity of care and learning. Each child's record file is shared with parents, who are encouraged to contribute or make comments.

The support for children's development in information and communication technology skills is exceptionally good. For example, children are able to use the

computer, operate the computer games for sport and dance, or use the CD player. The club's encouragement for children's creative development is outstanding, with extensive materials and resources made available. The displays around the rooms show an imaginative flair. The staff encourage children and offer suggestions if needed but generally the children themselves show a great wish to explore and decide for themselves.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

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

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