

Skools Out

Inspection report for early years provision

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Inspection date	17/11/2011
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Setting address	Hemingford Grey Primary School, St. Ives Road, Hemingford Grey, HUNTINGDON, Cambridgeshire, PE28 9DU
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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

Skools Out is a privately-owned provision offering out of school care. It was registered in 2011 and operates from the school hall in Hemingford Grey Primary School, Cambridgeshire. All children have access to the school's playground and field.

A maximum of 34 children may attend the club at any one time and there are currently 45 children on roll. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open five days a week during school term times from 7.30am to 8.50am and from 3.15pm to 6pm. The club is open during some school holidays according to demand.

The club employs three members of staff who work directly with the children, all of whom hold appropriate early years qualifications. It also employs a housekeeper.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting and engage in a sound range of play activities which are planned to promote their learning and development satisfactorily. Resources are deployed adequately and most of the essential documentation is in place to assure children's safety. Full risk assessments are not in place which means there is a breach of regulations. Staff form positive relationships with parents and other professionals to promote continuity in children's care and learning. Systems to monitor and evaluate the provision are in place and are evolving to maintain continuous provision.

What steps need to be taken to improve provision further?

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

- keep records of the risk assessment clearly stating when it was carried out, by whom, the date of review and any action to be taken following a review or an incident (Suitable premises, environment and equipment). 12/12/2011

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

- develop systems to record children's achievements so that they can be used to inform planning and complement the education and care children receive in other settings
- improve the use of the environment to support children's learning so that they can develop their independence skills and make choices about their play

- across the areas of learning
- develop an effective system for monitoring and evaluating the early years provision in order to maintain continuous improvement, taking into account the views of children, parents and staff.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge and understanding of safeguarding children procedures and they help children to understand how to keep themselves safe. Sound recruitment and induction arrangements ensure staff and volunteers who work with children are suitable to do so. Safety checks take place on a daily basis; however, a full risk assessment is not carried out and recorded, in order to identify potential risks and ensure action is taken in order to protect children from hazards both inside and outside. All other required documentation and policies are in place for the safe running of the setting and the implementation of them by staff generally promotes and safeguards children's welfare.

Staff work well in partnership with parents and carers to ensure children's individual needs are met. Clear information is gathered from parents about their child before they start so that staff know children's individual interests and needs; this means they settle readily and feel secure. Staff offer daily verbal updates so that parents are informed about their child's time at the club. Good information is provided for parents about the organisation of the club in a variety of formats, such as newsletters, email and via a page on the school's website. Sound settling-in procedures ensure a smooth transition for children between home, school and the club. The new owner is committed to seeking further improvement in order to secure positive outcomes for children and is developing the system to monitor and evaluate the early years provision. However, this does not yet fully secure the opinions and ideas of children, parents and staff in order to maintain continuous provision.

Resources are deployed adequately; however, staff do not always make full use of the learning environment to support children's learning effectively, both indoors and outdoors, and promote their independence. Staff have a sound understanding of the uniqueness of each child and every child has a key person who gets to know them in order to meet their needs. This helps children to feel welcome and settled. The club has developed good partnership links with the school and others, sharing information to promote children's learning, development and welfare. Appropriate systems are in place to support children with special educational needs and/or disabilities.

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

Staff have a sound knowledge and understanding of the Early Years Foundation Stage and this enables them to offer a sufficient range of activities for children, to

help them make satisfactory progress across the areas of learning and development. A system for planning and assessment is in place, but is not fully effective. Children's achievements records are not used to inform individual planning in order to build on what they know.

Children settle well and have developed warm and friendly relationships with staff, engaging them in conversation. They play happily together, making use of sand timers in order to take turns with popular resources. Children have formed a committee to make decisions about their club. For example, they have devised the club rules and they seek opinions from other children about their likes and dislikes. This helps children to feel valued and fosters a sense of belonging. Children use their imaginative skills as they have opportunities to dress up in role play and make dens with the furniture and blankets. Children have opportunities to relax and read books if they wish after their busy day at school. They develop appropriate skills for their future learning as they count, play chess and have opportunities to use electronic equipment.

Children enjoy a good range of healthy snacks from the club menu which help them to learn about the importance of a varied and nutritious diet. Good hygiene routines followed by the staff and children help to prevent cross-infection. Staff are clear about children's individual dietary requirements and any specific needs are very well catered for. Children enjoy lots of opportunities to play outdoors throughout the session. They bounce around on 'space hoppers' and speed along on scooters with great confidence which means they benefit from plenty of exercise and fresh air. Staff establish a supportive atmosphere where children feel secure and their behaviour is good. Children develop a sense of how to stay safe within the setting as they regularly practise the fire drill so that they know what to do in an emergency.

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	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	3
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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	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- undertake a risk assessment of the premises and equipment at least once a year and immediately, where the need for an assessment arises (Suitability and safety of the premises and equipment). 12/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the childcare register (Suitability and safety of the premises and equipment). 12/12/2011