

Whitechapel Out Of School Club

Inspection report for early years provision

Unique reference number EY278588
Inspection date 13/01/2012
Inspector Michelle Britch

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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

Whitechapel Out of School Club is located in a rural district close to the small village of Inglewhite on the outskirts of Preston. The club was registered in 2004 and operates from Whitechapel village hall which adjoins the local infant and junior school. The children have access to the village hall and the associated facilities. There is a sports hall and the school outdoor play area for physical play.

The club operates morning sessions from 7.45am to 8.45am and afternoon sessions from 3.30pm to 5.30pm, Monday to Friday during term time only, serving parents of children who attend Whitechapel School. A maximum of 16 children may attend the club at any one time. Currently there are 25 children on roll, of whom nine are under the age of eight years.

The club is led and managed by a qualified and experienced supervisor who has a Playwork level 3 certificate. She works alongside another member of staff who has relevant experience. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the childcare register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club routinely meets the needs of all children through recognising their uniqueness to provide an inclusive, welcoming and caring service. They enjoy their time in the club and are eager to be involved in the choice of interesting play activities on offer. Good working relationships with the host school, parents and carers are very well established to significantly promote children's continuity of care and learning. Staff working within the setting have a clear knowledge of their roles and responsibilities, however the setting does not meet staff qualification requirements. The setting engages in reflective practice daily, however their self-evaluation processes have not yet fully identified all areas for improvement. The setting is committed to raising standards and providing children with high levels of care.

What steps need to be taken to improve provision further?

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

- ensure that half of all staff, excluding the leader and supervisor, hold a full and relevant level 2 qualification (as defined by the CWDC) (Suitable People). 27/01/2012

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

- develop a culture of reflective practice and adopt quality assurance processes

as a basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of safeguarding policies. They are aware of the procedures to follow if they have concerns, and acknowledge a responsibility to keep children safe. Children's welfare and safety is high priority as the recommendation to adopt a robust recruitment system from the last inspection report is now in place. This ensures that all staff are appropriately vetted to confirm their overall suitability to work with children. Organised and detailed documentation promotes the safe management of the provision and consistent security procedures keep children safe. Risk assessments are reviewed regularly and safe practices are followed.

Staff fully recognise the need to self-evaluate and reflect on practice. However, quality assurance processes are not yet fully formed to support management and staff with a basis of ongoing internal review. The manager and staff work closely and well together to provide a well-organised and welcoming environment. As a result, children settle well and are fully engrossed, having much freedom of movement and choice of easily accessible resources. Staff know the children well as individuals and are, therefore, able to effectively meet each child's individual needs. Staff are skilful in adapting activities to varying ages and abilities so providing good individual learning experiences. The manager is well qualified and experienced, however whilst other members of staff are experienced and knowledgeable they do not hold the necessary qualifications to fully meet the statutory requirements of the Early Years Foundation Stage.

Very good links have been established with the host school and parents. The school share topics and learning objectives as well as welfare information. Comprehensive information about the setting's planning and children's learning progress is shared between parents and carers, including individual journals, so that continuity of care and learning is significantly promoted. Feedback from parents and carers reflects the high regard for the staff and how happy the children are at the setting. Staff actively promote equality and diversity and ensure that children are fully integrated.

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. They are actively engaged in children's play and are skilled in supporting and extending children's learning through using effective questioning techniques. This encourages children to think critically and make connections in their learning. Observations and assessment systems are effective and used well to ensure that children achieve as much as they can in relation to their capabilities.

Children are happy, confident and secure in their environment. They demonstrate

independence and good self-esteem as they are engaged and motivated to learn. Children's communication, language and literacy skills are encouraged through the provision of a wide range of books, writing equipment and effective staff interaction. This demonstrates positive relationships and the development of strong social skills.

Furniture and resources are well organised to help create an accessible and stimulating environment. Staff are very well deployed to support children's care, learning and play. Daily routines include circle time to encourage children to express their own individual interests and ideas as well as support children to understand boundaries within the setting.

Children experience a very good range of regular activities both inside and outside the setting. Their information and technology skills are generally promoted as they enthusiastically show photographs of their squirrel and wild flower hunt, allowing them to develop an understanding of the wider world. They also talk about the tennis courts and the outdoor play area, and the maze they explored to find a bench, allowing them to develop navigation and early problem solving skills. Craft and malleable skills are provided daily, as well as games and activities to develop their coordination and balance skills.

Staff work closely with the children to help them understand the importance of healthy practices and explain the need for routine. For example, children understand that they must wash their hands before snack and baking, and after messy activities. Staff are good role models with a consistent, positive approach. As a result, children's standard of behaviour is very good. Children manage their own behaviour, for example patiently taking turns and demonstrating good manners, often unprompted. Children are encouraged to learn about keeping themselves safe and are aware of the setting's code of behaviour and hazards, such as not to go into the kitchen without an adult, and the consequences.

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	2
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