

Orchard Extras Out of School Club

Inspection report for early years provision

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| Unique reference number | EY337963 |
| Inspection date | 18/01/2012 |
| Inspector | Judith Rayner |
| Setting address | Chapel Street, Kirkby-in-Ashfield, Nottinghamshire, NG17 8JY |
| Telephone number | 01623 455939 |
| Email | |
| 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

Orchard Extras Out of School Club registered in 2006 and is managed by a committee made up of volunteers and parents of children who attend the club. It operates from Orchard Primary School in Kirkby-in-Ashfield, Nottinghamshire. A maximum of 24 children may attend the club at any one time. The club is open each weekday from 7.30am to 8.45am and 3.15pm to 6pm during school term times. It also operates during some school holidays between the hours of 7.30am to 6pm. All children share access to a secure enclosed outdoor play area. There are currently 52 children from three to under 11 years on roll and of these, 12 are in the early years age group. The club employs five members of staff; all of whom hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children happily participate in a range of appropriate activities and routines that mostly support them in their learning and development. Observations and assessments of children's progress is not undertaken, recorded or sought after with others regularly enough. Most records are effectively maintained. Appropriate partnerships are in place with parents. The setting demonstrates a satisfactory approach to self-evaluation to make continuous improvement.

What steps need to be taken to improve provision further?

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

- undertake more sensitive observational assessment, in order to plan and provide experiences, which are appropriate to each child's stage of development as they progress towards the early learning goals
- improve the links with others' involved with early years children to continue to challenge and consolidate their learning and development
- review the organisation of sessions with particular regard to tea time and going outside to support children's independent choice and free flow of play
- review the system used to obtain parents' written signatures following a child's accident and updating contact numbers for safeguarding and the regulatory organisation.

The effectiveness of leadership and management of the early years provision

Staff have secure understanding of their roles and responsibilities in protecting children. They are familiar with the procedures to take should they have any concerns regarding a child in their care. A written policy is in place to further guide staff and inform parents of the responsibilities staff have regarding protecting

children. Children are supervised well both inside and outdoors. Visual risk assessments take place everyday by staff. This ensures all hazards are identified and minimised. Written risk assessments detail any particular hazards and action taken to minimise further risks. Appropriate recruitment, selection and induction procedures are in place, ensuring the suitability of staff working directly with children is maintained.

The organisation of the setting supports children mostly well. A key person system enables staff to link more closely with children and offer appropriate support, according to their individual needs. However, preparing for tea time and going outside does at times prevent the free flow of play and independent choices for children. Most records, policies and procedures, which underpin the running of the setting are accurately recorded and maintained. However, the system used to update current contact numbers regarding safeguarding procedures, the regulatory organisation contact number and the obtaining of parents' signature following a child's accident is not as efficient. Children are treated with equal concern. Staff are sensitive and carefully adapt activities according to the age and ability of the children. Staff also promote a positive inclusive attitude, so that all children feel valued and listened to. Children learn about the wider world and acknowledge various religious and cultural festivals throughout the year through participating in various planned activities. For example, for Chinese New Year children make dragons, try Chinese food and send lucky red envelopes to others. There are suitable systems in place to support children with special educational needs and/or disabilities and or English as an additional language.

Information is shared with parents on a mostly verbal basis. Parents also have access to written policies and procedures, which highlight how their child is cared for and what the service offers to them. A minimal notice board displays some information, such as the certificate of registration and insurance. Parents spoken to are suitably happy knowing their children are settled and cared for appropriately. They also speak warmly of staff that are found to be approachable and friendly. Appropriate links with others' involved in the child are in place. However, not all information about children's progress is gathered enough. This reduces opportunities for staff to continue to challenge and consolidate children's learning and development. The setting uses a suitable system to identify areas of strength and weakness. The manager and committee have made improvements. Funding has been sought to increase toys and resources with particular regard to promoting diversity and an improved shed for storage of such items. All the recommendations made at the last inspection have been successfully addressed. For example, children are protected because the setting has notified the regulatory organisation of all adults associated with the setting are suitable and appropriate recruitment and checking of individuals is now in place.

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

Children behave very well from the minute they are ready to go to the club after school. They are familiar with the routine and expectations. Children settle quickly

listening for their name to be called out and carefully place their personal belongings in a designated area. Children enjoy playing both inside and outdoors, making the most of the range of suitable activities accessible to them. Outside, children explore with mark making activities as they draw patterns on the ground with chalks or drawn around hoops. Other children play with skipping ropes, bats and balls, while others enjoy playing chasing games with their friends. Children are learning that being outside in the fresh air and exercising is fun. Inside, children quickly settle and make independent choices when selecting their chosen activity. They play alone, alongside their peers or in small groups. Their all-round skills are developing well because the activities provided for them are interesting, inviting and age-appropriate.

Staff generally plan activities for children. These do not always link directly to individual children or always build upon children's interests. Observations and assessments are not undertaken enough, in order to plan and provide experiences, which are appropriate to each child's stage of development as they progress towards the early learning goals. Although, each child has their own development file, the observations that are undertaken are not always clearly written up to guide staff in the child's next steps in their learning. As a result, children are not always challenged and tracked sufficiently in their learning and development.

Warm and friendly relationships are in place between the staff and children. Staff engage in conversations with children, listening to what they say and encouraging children to feel valued. Staff praise them on their achievements. This raises children's self-esteem and children show good confidence. Younger children are supported by a 'buddy' system where older children support the younger children, caring and looking out for their friend. Children engage in imaginative play with small world figures and play houses. They talk about the roles they will be as they open and close doors and move figures around the house. Children extend their mark making skills inside as they use pens, pencils and pastels on paper creating pictures. Table top games, such as cards, help children use their mathematical skills, counting the numbers, matching colours and naming shapes. These everyday activities support children in the skills they will need in preparation for their future. Children understand the importance of keeping germs away and looking after their own personal health. They know to wash their hands before they have the snack they have chosen of ham or jam on their crackers. Drinks are accessible throughout the session. Children learn about keeping themselves safe as they help to tidy away their toys once finished with, so that no one trips over them. They learn about other's similarities and differences, such as participating in Remembrance Day wreath making.

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

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| 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

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| 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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| 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

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| 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