

Hollymount After School 'Owls'

Inspection report for early years provision

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Inspector

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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

Hollymount After School 'Owls' is run by a committee and opened in 2001. It operates from Hollymount Primary School, which is situated in a rural area of Greenmount, a suburb of Bury, Lancashire. Children have access to the hall, classrooms, computer room and an outdoor play area.

A maximum of 62 children may attend the after school club at any one time. The before and after school club operates on Monday to Friday during term time only. The club operates from 7.30am to 8.50am and from 3.30pm to 5.30pm. A holiday play scheme also operates for three weeks only from Monday to Friday during the summer holidays from 8.30am 5.30pm. Children from the local and surrounding area attend.

There are currently 105 children on roll. Of these, 28 are under eight years and of these eight are within the early year's age group. The club support 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 9 members of staff, including the manager who work directly with the children. Of these, five hold a relevant early years qualification at level 3, and one also holds a BA(Hons) degree in Early Childhood Studies. Of these nine one is working towards a qualification at level 3. 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 are happy and clearly enjoy the time they spend at the club. Staff are well qualified and have a good understanding of the Early Years Foundation Stage Framework. Inclusion is well promoted. A broad range of worthwhile activities capture and sustain children's interests. Staff respect the uniqueness of each child and good relationships have been established with parents, carers and other professionals. Children make an excellent contribution to the club and their behaviour is exemplary although they do not always have the opportunity to be fully independent. The staff are developing their skills in reflective practice and self-evaluation and demonstrate a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- formalise systems of self-evaluation to ensure that all staff and parents have

opportunities to be reflective and strengths and weaknesses are consistently identified and monitored.

- provide more opportunities for children to develop autonomy and independence by allowing children to access and serve their snack when they would like to.

The effectiveness of leadership and management of the early years provision

Procedures to safeguard children are well developed, staff have attended training and have a good understanding of the procedures to follow should they have a concern about a child. Staff are vetted to ensure they are suitable to work with children. Children are safe in the club as staff conduct risk assessments of the premises including the outdoors. All required records and policies are well maintained, which further ensures children's safety and wellbeing.

Staff deployment is effective and children are well supervised, with an effective and secure system in place to escort the children from the classroom to the club. Equality and diversity is effectively fostered within the setting. Respect for other cultures is promoted through activities, such as, Polish food tasting. Inclusion and respect are actively endorsed.

Staff develop open and friendly relationships with parents and carers who are complimentary about the club and the range of activities on offer. They say the staff are excellent and the children enjoy attending, however there is lack of consistency in how parents and carers views on how the provision could be improved are taken into account. Previous recommendations have been fully addressed, however the arrangements for evaluating the overall quality of the club is not regularly reviewed or updated, which means identified targets and their impact on children is not always monitored effectively.

The environment is very well organised with a good variety of resources, including good information, communication and technology (ICT) equipment. Children confidently make choices in their play dependent on their interests and supporting their learning and development. However, this is not always the case when children access the snack area and this prevents the development of their independence.

There are strong links with the host school and regular meetings with the reception teacher to monitor children's progress and identify if any additional support is needed for children with special educational needs and/or disabilities. The high priority placed on the links with school enables staff to complement children's learning at the club.

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

Children show extremely high levels of confidence. They happily introduce themselves to visitors and ask them to join in with their play. Children behave exceptionally well and show exemplary, positive social skills, in particular the elder children supporting and directing the younger children during activities. They make an excellent contribution to the club as they have many opportunities to share ideas through the suggestion box, designing the club's new logo for staff uniforms and associated documentation. This enables the children to take ownership of the club and develop a strong sense of belonging.

Planning is linked to the interests of children with a good balance of child initiated and adult led activities effectively supporting children's development towards the early learning goals in all areas of learning. Planning is evaluated each week during staff meetings to ensure they are meeting children's individual needs. Staff are developing 'All About Me' books for the children to foster a sense of belonging. Children with special educational needs and/or disabilities make similar gains in their development as their peers.

Children feel safe in the club and confidently explain the safety rules. They enjoy visits from the local police officer and police dog handler and such positive experiences raise children's aspirations and develop good attitudes. Children adopt healthy lifestyles and follow good hygiene routines, the older children reminding the younger children not to forget to wash their hands before snack. Children discuss with staff what they want for their snack in the club and talk about healthy options. Children are reminded of the importance of putting on hats and gloves and coats before going out doors to keep themselves warm and help each other to do this.

There is a wide range of activities and opportunities, both indoors and outdoors. An interesting and varied range of creative opportunities allow children to express themselves imaginatively. They enjoy making cakes out of play dough and baking real cakes, happily weighing and measuring ingredients together. They develop their language and literacy skills when they engage in lively conversation during activities or access the quiet area where they read books together. A good range of ICT equipment like netbooks, laptops, digital cameras and a selection of hand held games supports children's understanding of technology. Children's large muscle skills are developing well as they skip, throw, kick and run around outside with a selection of balls. They chalk on the ground and play hop scotch together. Children very much enjoy their play and readily participate in all the activities on offer.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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