

Elm Grove Out of School Club

Inspection report for early years provision

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Inspector	Julie Tobin
Setting address	Elm Grove CP School, Elm Grove, Brighton, East Sussex, BN2 3ES
Telephone number	01273 708004
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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

Elm Grove Out of School Club registered in 1985. It is a committee run club operating from the dining hall of Elm Grove Junior School, in Brighton, East Sussex. Children have access to the school grounds and the main assembly hall. Most children who attend are from the school, with some children attending from other schools in the local area. Children attend for a variety of sessions and times. During term time, the club provides after school care and a breakfast club. There is also a holiday club, which operates every day during school holidays apart from the Christmas holiday. The breakfast club is open from 8am to 9am and the after school club from 3.10pm to 6pm. The holiday club is open from 8am to 6pm. All three provisions are registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of fifty children aged from four years to under eight years may attend at any one time. Children up to the age of eleven years also attend. Currently there are twenty three children in the early years age group on roll. The club supports children with special educational needs and/or disabilities. The club employs 11 members of staff of whom 10 have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a warm, caring atmosphere where children enjoy playing with their friends for most of the session. Good leadership and team working means children's care, learning and development are well supported overall. Staff have good links with the children's schools sharing important information that helps them meet all individual children's needs well. As a result of this, children continue to make good progress in an environment that complements their school day. Partnerships with parents are generally positive and support children's progress. Very good use of self-evaluation means that staff are able to maintain continuous improvement well.

What steps need to be taken to improve provision further?

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

- reconsider the organisation and routine of the club, so as to better meet the individual needs of children, with particular regard to the start of sessions
- strengthen the partnerships with parents so all parents receive regular information about their children's welfare, learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety and security are a priority and staff protect them well. Policies are up to date and shared with parents so they are clear about the club's responsibility for keeping children safe. Staff have regular safeguarding training and a good understanding of the procedures should any concerns about children in their care arise. Effective recruitment and vetting procedures are in place so only staff that are checked as suitable have access to the children. There is a thorough risk assessment and daily safety checks are in place so children play and learn in a safe place. Staff take good care over children's health; all required documentation is kept methodically along with effective implementation of procedures to care for them if they become ill at the club. Excellent hygiene procedures protect children from infection and all children's dietary needs are accommodated well.

Children play with a wide range of equipment and toys, which staff make sure are suitable, safe and meet the children's interests, so resources are used well. Staff plan effective use of the outdoor spaces, so children benefit from regular access to a wealth of outdoor experiences in which to learn and develop as they play in the fresh air.

Parents are very happy with the care and attention their children receive. They are particularly pleased with the way staff get to know their children's likes and dislikes and the things that interest them. The majority feel well informed about their children's experiences and information provided about the club, although communications are not so effective where children attend less frequently. There are very good systems in place to share information with the class teachers on the school site and with other schools the children attend. This means staff know the children very well and plan for their individual needs so all are fully included.

The manager is relatively new to the club and has brought new motivation and inspiration to the staff team, valuing their contributions. A comprehensive training programme for staff keeps their knowledge and skills up to date, bringing new ideas to the club, for the benefit of the children's learning. Good use of self-evaluation means staff accurately identify strengths and areas for future development, which results in the production of a useful development plan. Staff work very well as a team and with other professionals, who all contribute to the clear plan for further improvement.

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

Children arrive at the club in the care of staff who collect them from their class. Staff help them as they put away their belongings and get a snack; however, there is nothing available for children to play with if they do not want to eat at this time. This means that some children do not settle quickly at the start of sessions. Once they have spent time playing outdoors and chosen to come back into the hall,

there is a wide range of toys, equipment and activities for them to play with. Many of these are available because staff share important information with teachers and parents so they know individual children's interests and provide for these.

As children play on the computer with games they have chosen, they learn to share and take turns well. They practice writing their names after colouring in a special picture from a favourite book. Children develop problem-solving skills as they create a 'tent' and measure lengths of fabric to make sure all the table is covered. As they cook biscuits, children measure and weigh the ingredients, talk about how long these will take to cook and if they will be ready when it is time to go home. All such activities help children acquire and practice useful skills for their future lives.

Children progress well in learning about healthy living. They love taking part in regular cooking activities where they are involved in choosing what to make, as staff value their views. They confidently talk about the healthy food they eat, knowing that they have 'just a little bit of pudding' as it contains sugar that 'is not very good for teeth'. Children enjoy playing outside in the fresh air. They have access to the school playgrounds where they run, jump, climb, balance, play with balls and hoops and ride on bicycles and scooters in the fresh air. They recognise that although the weather is cold, playing games keeps them warm. Children wash their hands unprompted, and learn about the need to do so.

Steps taken to protect children include close, supportive supervision for their care; for example, as children become tired they snuggle on cushions to read books. Staff sit younger children next to them during cooking activities and make sure they are fully involved. Children show they are safe and feel secure by making choices, helping themselves to toys and readily approaching staff if they need help. Staff are always on hand to help while also encouraging them to work out their ideas and solve problems themselves. Children use a wide range of equipment and know how to handle these well to keep themselves and others safe. Their work is valued through displays of things they have made together and photographs of things they have done. Children eagerly take responsibility for small tasks such as tidying away their cups and plates after snack. They are happy and confident and their behaviour is very good. Children learn about their own community and the wider world.

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