

# Schools Out Kirkby and Great Broughton C E School

Inspection report for early years provision

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<b>Unique reference number</b>	EY407829
<b>Inspection date</b>	15/02/2012
<b>Inspector</b>	Janet Fairhurst

<b>Setting address</b>	Kirkby & Great Broughton C of E Primary School, Kirkby Lane, Kirkby-in-Cleveland, MIDDLESBROUGH, Cleveland, TS9 7AL
<b>Telephone number</b>	07528325584
<b>Email</b>	
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Schools Out Kirkby and Great Broughton C E School is an out of school provision owned by a private provider. It has been registered since September 2010 and operates from Kirby and Great Broughton Church of England School in the village of Kirkby, on the outskirts of Middlesbrough. Children have the use of the school hall, adjoining classroom and toilets, plus outdoor play areas. The out of school club operates each weekday from 8am until 9am and again between 3.15pm and 6pm during term times, and from 8am until 6pm during school holidays.

The provision is registered on the Early Years Register and also the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children aged from three years to under eight years may attend at any one time. Children aged over eight years also attend. There are currently 34 children on roll, eight of whom are in the early years age range.

Three members of staff are employed to work directly with the children, as well as three students who work when required. All members of staff have appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides a welcoming and inclusive environment for all children. Staff meet children's individual needs well, which enables them to make good progress towards the early learning goals. The good information shared with parents keeps them well informed and ensures continuity in the children's care. Some of the risk assessments and complaints policy lack sufficient detail. The manager and staff are aware of strengths and areas for improvement and they use this awareness to review practice in order to support the development of children's care and learning.

## **What steps need to be taken to improve provision further?**

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

- update the complaints policy to reflect the regulator's correct contact details
- review risk assessments to ensure that they all contain the required information.

## **The effectiveness of leadership and management of the early years provision**

Children are positively safeguarded because staff have a clear understanding of the signs and symptoms of abuse and the procedures for reporting concerns. Both staff and students complete online safeguarding training to ensure that their

knowledge is kept up to date. All of the records, policies and procedures that support the setting to promote positive outcomes for children are generally well maintained. However, the complaints policy does not show the regulator's up-to-date contact details. Staff work well together as a team and offer good levels of care and support to the children. Robust recruitment and vetting procedures ensure the suitability of all staff. Good systems to promote children's safety include an intercom entry system, comprehensive risk assessments and daily checks. However, a few of the risk assessment records lack specific details, such as the review dates. The environment is well organised with different areas, allowing the children to play and relax in comfort. A broad range of activities are planned and resources are effectively deployed, allowing children to make their own choices and decisions about their play and learning.

The setting is inclusive in its approach and it is clear that staff are committed to ensuring all children fulfil their potential. Meaningful partnerships with parents and carers have been firmly established. Parents receive good quality information that outlines the aims of the setting. Staff exchange information that keeps parents up to date about aspects of children's care and progress. Parents also have access to the policies and procedures at each session, and a regular newsletter keeps them informed of any significant changes and events that are due to take place. Feedback from the parental questionnaires shows that they value the setting and say that their children are happy, safe and enjoy a wide range of activities. Links with the host school the other schools that children attend are good, which ensures continuity of care for all children. Children with special educational needs and/or disabilities are supported well and make good progress in this inclusive environment.

Systems for monitoring the quality of the setting are developing well and include the opinions of parents and children. The manager and her team regularly evaluate the provision and improvements have been made since the last inspection. For example, all staff have undertaken first aid training, the book corner has been made more accessible and inviting, and arrangements are clear in the event that the hall space needs to be shared. This demonstrates a positive commitment to continuous improvement of the setting.

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

The environment is relaxing and homely for the children, who rush in with big smiles and cannot wait to get started. Children's progress is clearly monitored. Every child has a learning diary and this is completed by the children themselves, as well as having direct input from the key worker. The diary contains photographs, children's drawing and notes written by the children outlining what they have enjoyed participating in. Key workers extend the detail within their diary, making links to the areas of learning and identifying key areas to help the child make progress. Personalised planning takes place for the children in the early years age group and this is firmly based around their individual interests.

The atmosphere is very calm so that children can concentrate on activities for a

considerable time and persevere with creative and construction tasks. Creative materials are extremely popular and children especially enjoying sitting together in small groups and participating in themed activities, such as decorating biscuits and creating faces from potatoes. Staff positively interact with children to support and extend their learning and enjoyment. For example, as they sit having snack the children talk about how electric is made and suggest it comes from windmills. Staff praise children for their good suggestions and sensitively provide them with the correct terminology of wind turbines. Children access books independently and use them for both pleasure and as a source of information. For example, the children use books to research information about their pet stick insect and to find out more information about the British and American Halloween festivals, which positively promotes their literacy skills. Children regularly enjoy outdoor play, which contributes to their physical skills and promotes the importance of exercise. Exciting and stimulating activities are organised for the holiday periods, such as travelling to the seaside by train or participating in their own 'highland games' where they try their hands at caber tossing, shot put and highland dancing. Diversity is acknowledged and promoted well, for example, through a range of festivals reflecting different cultures which enable the children to explore backgrounds, traditions and beliefs other than their own.

Children behave very well, showing consideration for others, sharing resources and developing positive relationships. Children's views are listened to and valued. They have a 'council' which consists of a number of children of varying ages. This ensures that they are consulted and able to make suggestions regarding activities, allowing them to make a positive contribution to the setting. The staff have ensured the setting provides a safe and secure environment through minimising risks and encouraging children to become aware of their own personal safety and that of others in the setting. For example, the children are encouraged to negotiate and devise their own basic rules. Written fire procedures are in place, and regular fire drills ensure that children are proficient in emergency evacuation procedures. Good hygiene procedures are followed and children understand the need for regular hand washing before eating and after engaging in messy activities. Children learn about the importance of leading a healthy lifestyle because they are offered nutritious snacks and plenty of drinks.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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