

Scholes Out of School Club

Inspection report for early years provision

Unique reference number 512500
Inspection date 05/10/2011
Inspector Linda Filewood

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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

Scholes Out Of School Club opened in 1993 and operates from five areas within Scholes Primary School. It is situated in Scholes village on the outskirts of Leeds. A maximum of 32 children may attend the out of school club at any one time. The out of school club is open each weekday from 7.50am until 8.50am and from 3.30pm until 5.45pm term time only. All children share access to a secure enclosed outdoor play area.

There are currently 68 children on roll who attend for a variety of sessions. Children who attend the out of school club come from Scholes Primary School only. There are currently 16 children attending who are within the Early Years Foundation Stage. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Scholes Out Of School Club employs seven members of childcare staff. Of these, three hold qualifications at level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff ensure they have a good knowledge of each child's individual requirements and capabilities so that they are able to successfully meet them. Children are safe, secure and thoroughly enjoy their time at the provision. However, risk assessment records do not meet regulatory requirements. The effective partnership with parents and schools makes sure that there is very good continuity in children's care, learning and development. This means that children receive good support to progress well, given their age, ability and starting points. The staff team constantly evaluate the provision and fully understand how to make continuous improvements to enhance the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems for staff to have regular appraisals carried out in order to identify their training needs
- develop further the resources and activities to promote children's awareness of disability.

The effectiveness of leadership and management of the early years provision

Children are well protected by staff who update their training regularly in order to have a good understanding of child protection policies and procedures. As a result, they competently safeguard children's welfare. Effective recruitment procedures

ensure all staff working with the children are suitable to do so. Staff undergo training in food hygiene and first aid to maintain children's good health. They have opportunity to attend other training but do not have regular appraisals to help in identifying the areas. Most legally required documentation, which contributes to children's health, safety and well-being, is in place. Risk assessments effectively identify potential risks or dangers, for example when playing outside. The documentation does not meet regulation, as they do not record who carried out the assessment; however, this has no impact on the safety and well-being of the children. The established staff team work together well to promote children's health, enjoyment and achievement. Children are secure and confident in a well-run club environment. Space is skilfully organised so that all children benefit from the wide choice of play opportunities. They practise the fire drill regularly, especially when new children start attending, and all children know where to stand in the event of an evacuation.

Relationships with parents are very friendly and this contributes significantly to children's well-being. Parents receive very good information about the out of school club and comment very positively on the care their children receive. They are aware of the provisions, policies and procedures and receive an informative starter pack when their child starts attending. A committee runs the provision and parents contribute through their involvement on it. Staff working with the young children know them well. They regularly advise parents on how their children are progressing and developing and share their achievements with them. A well-established partnership with schools fully supports children's progress towards the early learning goals. Staff are pro-active in making sure new children settle well. They visit their classes so that children know them before they start attending. The constant two-way flow of information, across both services, ensures children receive good continuity in their care and all practitioners meet children's individual needs.

Staff update children's details and review policies and procedures regularly. All recommendations from the last inspection have been well addressed, improving children's health and welfare. Staff regularly evaluate the activities they offer to ensure that every child receives suitable challenges. As a result, the well-organised and wide range of good quality resources enhances and promotes each child's learning and development. Parents and children contribute to the evaluation of the setting through discussion and written questionnaires. All staff are committed to continuous improvement and development, especially of the outdoor facility. They meet regularly to reflect, monitor and improve the quality of their care in order to improve the outcomes for children.

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

The club provides a welcoming environment. Children of all ages play well together and develop good social skills. They are keen to communicate and interact well with the staff and each other. Children express their ideas confidently through discussion, creative activities and role play. Their opinions are valued and this supports their confidence and self-esteem. Children make choices in their play and

quickly engage in the activities that are available to them. They access good quality resources and equipment, which helps to support their learning. A satisfactory range of resources support children's understanding of disability and staff use discussion well to raise children's awareness of diversity. Staff ensure they plan activities that will interest the children and develop their learning. The routine allows children time and space to relax at the end of a busy school day or take part in a planned activity that interests them. For example, some children enjoy watching the television for a short time with their friends before joining with others to create a patchwork elephant from a plastic milk carton. Children can take their time over their craft activities and staff store them safely so that they can return to them another day. Resources such as a construction toy using magnets, offer challenge and result in children becoming active learners and creative and critical thinkers.

Staff find out about children's skills, interests and needs through discussion with their parents when children start attending. They give young children time to settle into the routine of their new environment, both in the provision and in school. Effective systems are in place to observe, monitor and record the achievements of children in the early years age group. Staff plan flexibly to provide a good balance of adult and child-led activities. This allows children to learn at their own pace and with appropriate challenge. Staff support the children well, interact skilfully with them in small groups and encourage children to try all the activities on offer. They develop children's listening and communication skills and use questions successfully to support children's thinking and language skills. For example, they talk about the food they like at home and what is good for them during a role play shop.

Children are well behaved and are developing good future skills. They are fully aware of the club's safety rules, which mirror the school's expectations. Consequently, children are secure in their understanding of how to behave and keep themselves safe. Staff enhance children's understanding of right and wrong through discussion and a good range of books, for example on bullying. Children enjoy caring for their environment and the wildlife in the garden. They work well together and help each other. For example, older children willingly support younger children in craft activities. Children have good opportunities to learn about themselves, each other and the world around them through visitors, such as, the police and fire brigade. They celebrate different festivals and try different foods from around the world. Children are learning to keep themselves healthy and follow good personal hygiene procedures. They enjoy regular physical exercise and understand the importance of exercise to maintain their good health. Children receive healthy light snacks and understand the value of good nutrition. They help themselves to easily accessible fresh fruit and drinking water throughout the session.

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	3
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