

# Chulmleigh Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	155320
<b>Inspection date</b>	20/02/2012
<b>Inspector</b>	Sandra Croker

<b>Setting address</b>	Chulmleigh Primary School, Beacon Road, Chulmleigh, Devon, EX18 7AA
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<b>Telephone number</b>	(01769) 580535
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<b>Email</b>	
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<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.

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## Description of the setting

Chulmleigh Out of School Club registered in 2001. It operates from the Chulmleigh Primary School hall. It serves the local community. There is a secure, enclosed outside, play area. The club is run by a committee of volunteers, made up of parents, school staff or governors. It opens each weekday during school term times from 8am to 9am and from 3.30pm to 6pm. Breakfast is provided in the morning sessions and a snack after school.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the club at any one time. Currently there are 81 children on roll, of whom one is in the early years age range. The club supports children with special educational needs and/or physical disabilities and those who speak English as an additional language. There are two staff employed to work with the children; both of these have early years qualifications at level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a strong understanding to effectively meet children's needs in the club and young people enthusiastically attend this inclusive environment. Children's safety is thoughtfully prioritised and staff are committed to implementing the club's policies and procedures. There are robust partnerships in place with parents, school and outside agencies. However, structures to exchange information on children's welfare and learning requirements have not been fully established to enhance planning and assessment for children's future learning. Management reflects effectively on the running of the club and seeks feedback from staff, parents and children. Areas for development are thoughtfully identified and the capacity to maintain improvement is good.

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

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

- extend communication links between the club, school and parents to share observational assessment and planning to enhance continuity in children's learning
- enhance assessment so that short-term planning consistently shows how children's next steps in their learning and development are to be supported.

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

Staff have a thorough understanding of their roles and responsibilities in safeguarding children and they update their safeguarding training. A good range of policies and procedures and accurate completion of essential records helps to ensure children's well-being. The committee implements robust systems to check that staff are suitably qualified and properly vetted. Staff receive regular appraisals to help effectively identify their training needs to enable continuous professional development. For example, staff recently attended a course entitled, 'Exploring cultures'. Effective, daily, risk assessments are conducted for the premises and equipment. Regular practices of evacuation procedures help to ensure that children understand what to do in an emergency.

Staff prepare a warm and welcoming environment for children's arrival. Throughout the session, staff interact with interest and enthusiasm. Adults are well deployed and interact effectively with children, instigating games but also sharing in their fun and achievements. Staff promote good behaviour well, listening to children and respecting their views, presenting as good role models and offering consistent messages. Effective partnerships with parents are in place and they are warmly greeted on arrival to collect their children. Parents positively comment about the ways they are informed and included in their children's learning and care. They report that they recognise and value the good care displayed by staff to children at the club. They report that the club makes all children and their families feel valued.

Staff at the club also work at the school attended by children. There are particularly good partnerships in place leading to smooth transitions and continuity of care. Activities in the club complement children's learning in the school. However, there are currently no clear procedures to exchange information between the club, parents and the school to share observations and assessment. There are limited, clear opportunities for parents to learn about the information shared between school and the club. Effective systems are in place to support children with special educational needs and/or disabilities. This supports children's development and progress and ensures that all children are enabled to effectively participate and benefit from their time at the club. Evaluation of children's learning and development is effective as staff assess the adult-led focus activities. However, assessment methods to ensure children's future learning are not consistently reflected in the weekly programme of activities and shared with school and parents.

Good plans are in place to continue to enhance procedures to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel welcome and valued. Children self-select from a good range of easily accessible resources and the club plans to develop these further. Thoughtful self-evaluation systems, including opinions gathered from parent and child questionnaires, help staff identify the club's strengths and weaknesses. The ambition to improve the provision and outcomes for children is embedded well with all staff.

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

Children are happy, confident and secure at the club. They clearly enjoy the activities provided and, with assurance and independence, make choices from the wide range of resources available. They freely initiate their own choice of craft activity, use construction apparatus, enjoy computer games and play pool. Children are thoughtfully involved in the everyday running of the club and can request other activities and make suggestions for snacks. They talk freely with staff about what they would like to do and what they enjoy. Staff provide enjoyable experiences for children as they relax after a busy day at school. Effective systems are in place for staff to find out about younger children's interests and learning needs. However, there are no written records of these observations to share amongst staff and with parents.

Children receive a great deal of praise and encouragement, and behaviour management techniques are consistently applied by staff. Children are closely supervised without hindering their independence. Reminders about safety are part of every-day activities. For example, children are reminded to use soft balls inside and hard balls outside. Introductions to new, games-console equipment include discussions about the safest way to play. Children follow simple agreed rules to promote safety and harmony in the club. Children clear away the dishes following snack time, showing a good awareness of responsibility in the club.

Children communicate confidently with their peers and staff. They share their news from home and school on arrival and during the sociable snack time. Children are forming good friendships and staff encourage them to respect and value each other's differences. There are well-planned activities based around different religious celebrations. The children eat pancakes, discussing why these are eaten by Christians. Children discuss Lent as a time of fasting and reflection for Christians. Staff help young children think critically as they make bracelets and necklaces from beads. Children show curiosity about number as they count while playing, reflecting on their colour beads sequences and asking staff questions about patterns being created. Staff provide older children with a drape to incorporate in a den constructed from exercise mats. Children imaginatively explore sending balls through play tunnels. They develop this into a game of 'hide and seek' and try and guess where the ball has been hidden. They give each other clues to help locate the hidden ball. Children use their imaginations well. Children are involved in raising funds for charities. For example, they prepare and sell biscuits to raise funds for a computer games console. The opportunities for children to enjoy and achieve at the club and develop their skills for the future are good.

Children are effectively learning about the importance of healthy lifestyles. For example, they learn about good hygiene during bathroom routines and about healthy eating during discussions and activities. Snacks are balanced and nutritious and children can choose from several options. Fruit is available at all times, as is fresh drinking water. Outdoor play is offered daily, weather permitting, and a good

range of resources is available to support children's physical development both inside and outdoors. Children benefit from outdoor play in the school playground, playing field and on the adventure play equipment. The club invites outside agencies in to provide dance classes and children exercise using the games console indoors.

## 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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