

S4YC-Out of school club (Brookhurst)

Inspection report for early years provision

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Inspector

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Setting address

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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

S4YC Out of School Club was registered in 2011. It is one of ten out of school clubs that are privately owned. It operates from designated rooms within Brookhurst Primary School in Wirral, Merseyside. There is an enclosed outdoor play area and the club have access to the school hall. It is open from 7.45am to 8.50am and 3.30pm to 6pm each weekday during term time.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children under eight may attend the club at any one time. The club also offers care to children eight years and over. There are currently 24 children on roll, of these, three children are within the early years age range. On the day of inspection, there were no children present in the early years age range. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs five members of staff. Of these, four hold a qualification at level 3 and one member of staff is working towards a level 3 qualification in playwork. 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's individuality is appreciated and well supported as the practice is inclusive. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The staff have built strong relationships with parents. Extremely positive links with other early years professionals and the school promote excellent continuity of education and care. All children are making progress. The manager has a good understanding of her strengths and areas for improvement in the setting and takes steps to continuously improve the service.

What steps need to be taken to improve provision further?

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

- ensure the staff attendance is recorded on a daily basis, showing hours of attendance.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies. They have effective procedures in place to manage any concerns about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children. Staff effectively minimise potential hazards by conducting regular and thorough risk assessments, including fire drills and equipment checks. There are good safety procedures in place, one being the rigorous checking of visitors' identification from the school to the club. However, staff attendance is not consistently recorded on a daily basis. As a result this does not accurately show who is in the building during the sessions.

Adults provide children with a clean, well resourced, stimulating and welcoming setting. Defined areas for learning and interesting posters, photographs and attractive wall displays contribute very well towards making the environment inviting and conducive to learning. The setting has steps in place to ensure that resources and the environment is sustainable. For example, a positive feature in the outdoor area is a planting and growing section by the pagodas and picnic tables. Children are actively involved in planting and growing activities and they learn about the elements required to enable the plants to grow and regularly water them. The club place the promotion of equality of opportunity at the centre of their work and effectively help children to learn about the wider world. An effective policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

The club implements a very detailed self-evaluation process, and an action plan of the setting helps them to monitor the service and involves the whole staff. As an organisation they attend a variety of meetings which really supports development and improvement to practice within the setting. Staff attend a good variety of training and short courses to further develop their childcare practices and enhance their knowledge of the Early Years Foundation Stage. Regular staff appraisals allow the management team to identify any training needs, where staff are encouraged to reflect on their own continuing professional development.

The effective liaison with parents and carers contributes to improvements in children's achievement, well-being and development. There are clear and accessible channels for parents and carers to communicate with the setting. There is an abundance of information displayed for parents, which keeps them effectively informed about aspects of its work and this ensures that they have coordinated, up-to-date, accurate and timely information. There are excellent systems in place to work with other agencies, complementing the Early Years Foundation Stage provided. For example, very good systems are in place to work with the foundation stage teacher in the school and staff meet with her regularly, since the recent opening of the club. As a result this enhances continuity of care and education for the children.

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

Through discussions with the staff it is evident that children are guided to use the equipment safely and to clear up areas after use. The children feel safe and secure as they are encouraged to follow safe evacuation procedures and feel safe to take appropriate risks when using the outdoor play equipment. Children's health is significantly enhanced because they have free flow access to a richly resourced outdoor play area. For example, the club use a qualified sports coach who carries out activities, such as football, dodge ball, cheerleading and dance. Through further discussion with staff, children enjoy healthy snacks, and have access to fruit and drink at all times. They develop good independence with personal hygiene. For example, they wash their hands when they arrive at the club as they are usually ready for a drink.

Children's welfare and learning is well promoted as staff have a good understanding of the learning and development and welfare requirements. Children make good progress through the six areas of learning towards the early learning goals in relation to their capabilities and starting points. Staff use effective planning systems that takes into consideration individual children's interests and stages of development. Staff undertake regular observations of the children to highlight what children can do and use the information effectively to inform planning. Children are making good progress in communication, language and literacy, as the environment enables them to access a wide variety of books and there are many opportunities for children to write and record their learning. Children write suggestions of activities on the 'white board'. Through further discussions with staff, children have formed a 'club council' to enable all children to have a voice about their likes and dislikes of what they do during the sessions.

Through discussions with staff it is evident that, children develop good problem solving skills as they use table top activities or build towers and other models from construction materials. Creative skills are developing well, exemplified when children produce unique individual pieces such as, masks or jewellery making activities.

The children learn about diversity and the world in which they live. They talk about differences, celebrate different festivals and traditions and have a good selection of resources and that promote positive images of all people in society. For example, for Mardi Gras they make masks and use different materials for this. Through further discussions with staff it is evident that there is a clear behaviour policy. Children are encouraged to respect each other's things and to share and take turns and staff give clear explanations and set appropriate boundaries.

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	1
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	1
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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