

Kirkdale Out of School Club

Inspection report for early years provision

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EY346704

Inspection date

01/03/2012

Inspector

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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.

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

Kirkdale Out of School Club is privately owned by a limited company and registered in 2006. It operates from two rooms in a modular building in New Mill, Holmfirth. Children have access to an enclosed outdoor play area. The Out of School Club is open each weekday from 7.30am until 8.45am and 2.30pm until 6pm. During school holidays the out of school club is open from 8am until 6pm.

The out of school club is registered on the Early years Register. A maximum of 52 children may attend the out of school club at any one time. There are currently 12 children in the early years age range. The out of school club is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, all of whom, hold early years qualifications. The manager is working toward a Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out of school club effectively supports all children so that no group or individual is disadvantaged. Children make good progress in their learning. Accurate systems are in place for planning and most arrangements to monitor and access the children are well developed. Most safeguarding issues are effective and all documentation is in place, but not all are up-to-date. The out of school club successfully works in partnership with parents and systems that are in place to work in partnership with others, are well developed. The leaders and managers capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure parental permission is requested to seek emergency medical advice (Safeguarding and promoting children's welfare).
- 01/03/2012

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

- make sure regular evacuation drills are carried out
- make sure all children's observation and assessments include the next steps.

The effectiveness of leadership and management of the early years provision

Practitioners have a good knowledge of the signs and symptoms of abuse and a clear and concise policy is in place for safeguarding children. All adults who work in the out of school club are suitably vetted to ensure they are safe to be in contact with children. Risk assessments are in place and include all areas of the out of school club to be assessed. As a result, children cannot access any dangerous, toxic substances and the main entrance to the building is secure from intruders. All fire prevention equipment is in place and the emergency procedures are available. However, not all children are familiar with the drill as these are not practised regularly. Documentation is in place for permission from parents to seek emergency medical treatment but not medical advice. This is a breach of the specific legal requirement.

Leaders and managers are motivated to seek further improvement. They have well organised systems in place to evaluate the setting. For example, parents receive verbal and written feedback and a questionnaire for parents is devised to ask their thoughts. Further to this, regular staff meetings are held to involve the staff in the evaluation of the setting. Through this they have recognised areas of weakness and have made some improvements to support children's development. Although, the out of school club promotes differences, this now includes posters of positive images of disability, ethnicity and various customs displayed. These mostly reflect the diversity of the children attending. As a result, children display a strong sense of belonging within the setting.

Practitioners are proactive, they effectively organise the setting to successfully promote continuous play. Equality is promoted through working with other professionals and toys and equipment that positively reflect the diversity of the local community. All resources available are fit for their purpose and age appropriate. These also offer enough challenge to the children who happily access what is available and play with them for long periods of time. As a result, children are motivated and interested in what is available. Practitioners show a strong commitment to improving their knowledge and have attended a good range of training courses to enhance children's learning. Some of these include creative play and outdoor play as well as first aid training. The impact of their professional development is apparent in the setting. Leaders and managers have developed strong links within the local area. For example, they are affiliated to the local Sure Start centre and have developed good links with the local schools and pre-school, to enhance the care of the children.

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

Practitioners have a good knowledge of the Early Years Foundation Stage. They effectively support the children by providing an enjoyable and challenging, learning environment for them to make steady progress in their development. Children make continuous progress in all areas of learning, for example, they independently

access the arts and craft activity to make a kite and other creations. Children work well together in shared activities, such as, making a den. They use chairs, string and large a cloth. When the den is finished, they place large wooden bricks inside. Children's problem solving and reasoning skills are effectively promoted through fun activities. For example, table football and air hockey is readily available for reasoning and counting. As well as an extra large tactical game to connect different colours in a row. Outdoor play is skilfully used as an extension of indoor play. As a result, children have good access to mark making equipment, such as, chalks, which they use to draw portraits of themselves. Children also have constant opportunities to develop their large motor skills through outdoor play. They work well as a team to play football and tennis, as well as running as fast as they can around the attached field to test out their new kites. As a result, children have plenty of opportunities to become inquisitive, active and independent learners.

Children are confident and able to sort out differences of opinion on their own and with the help of practitioners. They know the routine of the out of school club and the rules which they follow. Children with special educational needs and/or disabilities are fully included within the setting and have equal access to all resources. Good opportunities are available for children to learn about differences and extend their knowledge of other cultures. For example, themes include a French day and Italian day, as well as festival celebrations, such as, Chinese new year. Planning includes children's ideas as well as the schools and nurseries topics and themes, to extend and promote children's continuous learning. Although, there are systems in place to monitor children's development, not all show the next steps for children's development. Therefore, children's need for further support is not sufficiently highlighted.

Children show a good awareness to what constitutes a healthy lifestyle. For example, they learn about healthy eating through the well balanced snacks provided. Meal times are also used as a social occasion for the children to sit together and talk about their day. Children also have opportunities to relax after their day at school and can do so by playing computer games or watching television in the cosy area designed for them to do so. Although, children constantly learn about safety within the out of school club, not all are familiar with the safety procedures for collection after school or the emergency procedures.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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