

Sedgefield Out Of School Fun Club

Inspection report for early years provision

Unique reference number	314159
Inspection date	06/03/2012
Inspector	Vivienne Dempsey

Setting address	Sedgefield Primary, Rectory Row, Sedgefield, Stockton-On-Tees, Cleveland, TS21 2BT
Telephone number	01740 623565
Email	sosfc@supanet.com
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Sedgefield Out Of School Club is committee run and was registered in 1995. It operates from a prefabricated building in the grounds of Sedgefield Primary School. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times and provides holiday care. Sessions are from 7.45am until 8.55am and from 3.15pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 32 children may attend the setting at any one time. There are currently seven children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities.

The setting employs eight members of child care staff. Of these, five hold appropriate early years qualifications at Level 2 and at Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a friendly, warm and welcoming environment for all children and their families. Children are happy and settled because staff have developed good relationships with parents to ensure children's individual needs are met. Children make good progress towards the early learning goals. Systems for observation, assessment and planning are in place and planned activities and resources meet children's individual learning needs and interests very well. Staff are keen to improve the service they provide. They work closely with the local authority advisor and staff attend a relevant range of training to develop their knowledge and skills.

What steps need to be taken to improve provision further?

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

- develop further resources to promote children's awareness of differences and others
- provide opportunities for children to further develop their self-help skills.

The effectiveness of leadership and management of the early years provision

Children are safeguarded, as staff have a good understanding of safeguarding issues and know who to contact with any concerns. A written procedure is also in place and includes the procedure to follow in the event of allegations being made against staff. An emergency evacuation procedure is in place and regular fire drills are undertaken, which helps to protect children's safety. A record is maintained and evaluated, to ensure children are able to leave the premises quickly and safely. The staff have been suitably vetted and rigorous recruitment and induction procedures are in place. This protects children's welfare. Staff ensure all areas of the setting are clean and safe for children to play freely. Daily checks and written risk assessments are in place, which further helps to protect children's safety. All staff have a current first aid certificate and permission to seek emergency treatment or advice is sought for all children. This enables staff to react quickly in the event of an emergency.

Staff have developed good relationships with parents. A wide range of practical information is collected through the children's records at registration. A daily two-way sharing of information also keeps parents fully informed of their children's progress and ensures continuity of care. For example, daily exchange of information, informing parents of activities children have been involved in and snacks they have eaten during the session. Parents have access to all policies and procedures, which informs them of the service provided. Good links have been developed with the local schools and a wide range of information is shared. For example, information regarding children's well-being is shared regularly to ensure continuity and coherence.

A good range of resources are freely available in the designated play rooms. These support children's learning and development very well. Children have independent access to activities and resources which enables them to make choices and decisions about what they do. They take part in a range of activities to develop their awareness of other cultures, such as, celebrating Chinese New Year, Easter and Divali. Some resources are in place to promote children's awareness of others and of differences, such as, books, posters and some small world figures. However, these are limited and not always freely available. Staff have good systems in place to ensure children's individual needs are met. For example, staff work closely with parents, other providers and agencies to support children who have special educational needs and/or disabilities. This ensures all children are fully included within the setting. Staff attend a relevant range of training, to develop their knowledge and skills. They also work closely with the local authority advisors to enhance the service they provide. For example, action plans for future improvement are in place, which drives continuous improvement. Staff also use the Ofsted self-evaluation tool to highlight the strengths and weakness of the setting and areas for on-going development are clear. This helps to promote outcomes for children.

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

Staff have good relationships with children in their care. They provide a clean and caring environment for children in which they feel safe and secure to learn. They provide a good range of resources and a varied range of experiences to meet the children's individual needs and interests. Staff have developed good systems for observation, assessment and planning. Observations of children's learning and development are recorded within children's 'Learning Journeys'. Next steps in children's development are highlighted and these are used to plan activities to promote children's learning and development. Summative assessments are also in place, these are completed termly and show children's progress across the six areas of learning and how they are progressing towards the early learning goals.

Children are well behaved, this is encouraged by the staff who are positive role models and create a calm and positive environment by listening to and praising the children. Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines such as fire evacuation procedures. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as washing their hands before snacks and after using the bathroom. They confidently talk about the importance of hand washing and state they 'need to get the germs off and keep them clean.' Fresh drinking water is freely available during the session and healthy snacks are also provided. This helps promote children's understanding of healthy foods, whilst helping to keep them hydrated and nourished. However, opportunities to develop children's self-help skills are sometimes missed, as children don't always take part in preparing or serving their own snacks or drinks.

Staff provide a wide range of mark making resources, such as, a varied range of felt tip pens, pencils, pastels and paints. This helps to promote young children's early writing skills. Children enjoy taking part in a range of craft activities, such as making cushions for Mothers Day. They carefully sew round the edges and staff provide appropriate support for younger children. They design their own cushion fronts on paper first and then use fabric pens to put their design onto their cushion. Children are very pleased with their designs and confidently show them to staff and children when they have finished. This enables them to develop their creative skills and promotes their confidence and self-esteem. Children spend long periods of time completing jigsaws and building models from small construction sets. They talk about the pieces they need, such as big and small bricks and how many wheels they have used. This provides them with opportunities to develop their problem solving skills and use mathematical language in their own play. Children have great fun playing outdoors. They enjoy playing a range of playground games, such as, British Bull Dogs and laugh and giggle as they try to stop each other from getting to the other side of the playground. Children also enjoy playing a range of ball games such as, tennis and football. This helps to keep children active, whilst enjoying the fresh air.

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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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