

School's Out

Inspection report for early years provision

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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.

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Description of the setting

School's Out registered in 2011 and operates from the school hall and outside play areas within Stoke Holy Cross Primary School. The setting offers a breakfast club and after school club, along with a holiday club which operates for two weeks during the summer holidays. The club serves children from the primary school.

The setting is open each weekday between the hours of 7.30am and 8.45am and in the afternoon between 3.15pm and 6pm. When the holiday club operates, it is open between 8.30am and 5.30pm. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll, eight of whom are within the Early Years Foundation Stage. The club cares for children up to the age of 11. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club is privately owned and the proprietor employs two further staff members, both of whom hold appropriate early years qualifications at level 3. 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 continue to make good progress in their learning and development and are well provided for within the Early Years Foundation Stage. The needs of all children are very well met through recognising the individuality of each child, and effective partnerships with parents have been developed. Children are safe and secure and settle quickly in this welcoming setting. The planning for improvement, including the ongoing process of self-evaluation, is good and ensures the outcomes for children are well promoted.

What steps need to be taken to improve provision further?

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

- improve communication with parents, specifically with regard to the key worker system, to ensure children are being cared for appropriately for each family
- complete the self-evaluation process to identify the strengths and areas for improvement across the whole setting, and devise an action plan to ensure the priorities for development are addressed in a timely fashion.

The effectiveness of leadership and management of the early years provision

Children are cared for by staff who are qualified and suitably checked for their role. They have a good understanding of procedures to be followed in order to protect children from abuse, and effective policies and procedures are in place to aid the smooth running of the setting. Risk assessments are comprehensive and daily visual checks are completed to ensure children's safety. The vigilance of staff at arrival and departure times ensures children are kept safe. Toys and equipment are clean and appropriate, and children are offered a range of activities which link to their current interests. They are confident in asking staff for alternative equipment from the store and this is provided to meet their needs. Staff work well as a team to ensure children are well supported in their learning and play.

Although there are currently no early years children on roll with special educational needs and/or disabilities the setting is committed to equality and working in partnership with parents and others to meet children's individual needs. The setting values children as individuals and they are encouraged to understand similarities and differences. There are appropriate resources to support this, for example, books, fabrics, dolls and instruments, such as bongo drums and a didgeridoo, which promote some discussion about different countries and ways of life.

The partnership with parents is good and they speak very highly of the setting with regard to the quality of activities on offer and the flexibility it offers them. Parents receive information about the setting on joining; for example, a summary of all the policies to help them understand how the setting works. Parents value the 'all about me' diaries as a method of communication, but few know who their child's key worker is. This suggests that the key worker system is not working effectively in communicating between the setting and parents to ensure children are being cared for according to parents' wishes. Partnerships with the school are very effective and staff know what children have been doing during the school day so they can plan to complement their experiences. The setting also plays an important role in children's transitions from year to year in school, providing reassurance and support.

The self-evaluation system is effective in identifying strengths and areas for development. However, the process has not yet been completed. Parents, children and all staff have been able to contribute their views and make suggestions for improvements, and some of these have already been actioned to improve outcomes for children. The proprietor and manager have many plans for future development which are well targeted. However, there is no formal action plan to ensure the priorities for development are addressed in a timely fashion.

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

Children are very happy in this setting. They are supported and encouraged by staff who are kind, and a warm rapport has developed. Staff make good use of questioning to promote children's understanding and create learning opportunities within their play, which extends and challenges them. Regular observations are made of all children while playing and these are used to plan activities to meet individual children's needs. As a result, early years children continue to make good progress in their learning and development.

Children's social and emotional development is strongly enhanced as they play alongside one another, taking turns at board games and sharing resources. Older children show care and concern for the younger ones and help them feel fully involved in the setting. As a result, younger children look to them as role models. Children enjoy the chance to sit and chat with their friends and a cosy den has improved their opportunities to find quiet places to talk. They listen well at group times and are confident to contribute their stories and experiences. Young children label their artwork with their name and independently store it away for safe keeping. Children's problem-solving skills continue to be fostered as staff ask questions, such as 'how many knives do we need?' when setting the table for tea. Children are greatly interested in construction toys and enjoy creating pirate ships and developing stories about pirates at sea, using their imagination freely. Children's creativity is fostered, for example, when they play musical instruments or use a wide range of art and craft media to draw, paint, cut and stick. They enjoy dressing up and play imaginatively with small world toys. Children's physical development is greatly enhanced through excellent use of the outdoor space, where children enjoy a game of football, run around, play hopscotch, and throw and catch balls.

Meal times are a great strength of this setting. Children eat healthily and heartily, enjoying porridge and toast for breakfast and home-made dishes, such as bolognese or lasagne, for tea. A good selection of fresh fruit and vegetables is always available for children to help themselves to, and fresh drinking water is accessed by children independently. They understand the benefits of good hygiene practices as they wash their hands before eating and brush their teeth before leaving for school. Children behave in ways that are safe for themselves. They are highly confident and independent and have great self-esteem. Children understand the rules for their safety and are heard telling staff that they have to walk in the corridor. Additionally, they are encouraged to understand possible hazards through risk assessments.

Children demonstrate a sense of belonging in the setting and respond to staff's expectations. Staff frequently praise and encourage children, and as a result their behaviour is exceptionally good. There is an atmosphere of fun where children are busily engaged in activities and enjoy spending time with their friends before and after the school day.

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

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