

Phazers Out of School Club

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

Phazers Out of School Club has been registered since April 2003. It is managed by the Phazers Out of School Committee and operates from the Brayton Community Centre, near Selby. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children from the local community and surrounding areas use the club. The children have access to a fully enclosed outside area with additional access to the community park and field. A maximum of 32 children under eight years of age can attend at any one time; of these, not more than eight may be in the early years age group. There are currently 68 children from four years to 14 years on roll. Children attend for a variety of sessions. There are currently three children in the Early Years Foundation Stage, although none of these children were present at the time of the inspection.

The club operates in term time, Monday to Friday, from 7.30am to 9am and 3pm to 6pm. During school holidays it is open from 8am to 6pm each weekday. The children use the main hall and all other facilities in the centre. The before and after school service collects children from Brayton Infant and Junior School, St Mary's and Longman Hill Primary School and Selby Abbey School. There are eight staff employed, of whom five hold relevant childcare qualifications and one is currently attending training to a level 3 qualification. Two staff are currently attending training to a level 2 qualification. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club has formed good partnerships with the 'Aiming High' programme, enabling children with special educational needs and/or disabilities to access the club. The club is registered with the '4Children' organisation and receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The out of school club staff demonstrate through discussion and documentation, their appropriate understanding of the Early Years Foundation Stage to support children in making progress towards the early learning goals. The children's safety and security is good, and overall their health and well-being are met well. The welcoming environment, which offers a good range of equipment and resources enables children to freely access their own choice of play and learn at their own pace. Partnerships with parents are overall good and staff continue to maintain good relationships with other professionals within the local community. The staff work effectively as a team and monitor their provision, assisting them to identify areas to improve and build upon.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for parents to share what they know about their child's development when they first join, in order to provide a clearer picture of children's starting points
- encourage children to know about and choose healthy snacks, such as, offering different fruits and vegetables.

The effectiveness of leadership and management of the early years provision

The club is safe and secure, with access to the main hall using a key pad. The rear outdoor area is secured with fencing and gates. The staff have completed safeguarding and first aid training and are appropriately vetted. There are effective procedures in place to manage any concerns they may have about children in their care. The policies and procedures are reviewed and shared with the parents. Effective risk assessments covering all areas, resources and outings are reviewed annually and the required documents are on display in the hallway. An evacuation procedure is displayed, illustrated by photographs and fire equipment is fully in place. Fire drills are performed regularly, considering different sessions. Records and consent sheets are completed. This ensures children are protected and can move safely and freely around the building and outside areas.

The club form good relationships with parents and parents comment positively about the care their children receive, through questionnaires and comment sheets. Parents are involved assisting the club by attending outings, for example, attending the pantomime and visiting the coast, ensuring ratios are maintained. A good information folder is available for parents and the newsletter provides further information on upcoming events and fundraising. Forms are completed well in relation to children's individual needs and parents add to observations. However, children's individual starting points brought from home to aid children's experiences are not currently sought to ensure their initial interests are embraced.

Effective relationships are established with the local primary schools. The staff attend meetings with the teachers, embracing and extending observations of children, to meet their current interest and individual needs. This provides clear channels of communication. Partnerships are established with other agencies, such as 'Aiming High' to encompass children's needs and requirements, and deliver experiences through activities and opportunities. The environment is well organised and children can easily access all areas and all resources freely. This means that children are able to thrive and make good progress in their development.

The club has completed their version of a self-evaluation form. This quality check document with the aid of staff, is able to demonstrate how they can raise children's achievements and continue to make improvements to the club. Feedback from parents and children is sought through regular questionnaires in order to inform this self-evaluation process. Staff offer support to children who have special educational needs and/or disabilities, and children who have English as an

additional language. There is a fully accessible entrance and toilets and an effective equal opportunities policy, this means that the individual needs of all children are met and all children are included fully in the club.

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

Children are comfortable, settled and secure in the club because staff ensure their safety. For example, children walk together to and from school with the staff. This also benefits their awareness of developing a healthy lifestyle. The club has a good outdoor area, with good climbing equipment. They also have use of the community grounds and facilities, which provides children with the opportunity to increase their physical development. Staff maintains safety outdoors through remaining vigilant. Staff encourage children to think about others through including all children into their play and games. This inspires a social and confident environment. Good health and well-being is encouraged through good facilities, children are encouraged to be independent with toileting and hand-washing routines. Children are encouraged to make their choice for a snack tea from a menu. However, different fruits and vegetables on offer are currently limited.

Children within the Early Years Foundation Stage are observed by staff who comment on the child's play and interest. Staff talk to parents and the teachers to gain further knowledge of the child. All of this information is recorded, which children and parents can view. Staff record children's next steps of development and learning within observation sheets and add this to their planning programme. Consequently children are making steady progress towards the six areas of learning. Children's information and communication technology skills are promoted with children having access to interactive games and a smartboard. Children comment within questionnaires that their favourite thing is this interactive board and games. Games, such as dodge ball and rounders, are also very popular, as photographic evidence explains. This advocates opportunities to learn new skills and share experiences.

Activities on offer are varied through creative explorations with handprint decorating. Mathematical development is encouraged through construction using wooden blocks. Communication, language and literacy are supported through the assembling of St. Patrick Day cards. Children's personal, social and emotional development is encouraged as children self-select their own choice of play, which develops their independence and self-assurance well. Photographic evidence displays how children can take 'Treacle' the bear on their holidays and photographs link to a destination on a world map, this demonstrates how children become familiar with the wider world. Children develop knowledge of the world through observing the growth of chicks; photographs of children handling these hatchlings reveal their interest and enjoyment of this event. Positive behaviour is encouraged through sticker charts and rewards, as well as, through the club rules established with the children.

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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