

Harlands Out of School Club

Inspection report for early years provision

Unique reference number EY366435
Inspection date 12/03/2012
Inspector Tracey Boland

Setting address Parklands Infant & Nursery School, Derby Road, Long
Eaton, Nottingham, Nottinghamshire, NG10 4BJ

Telephone number 0115 973 2667

Email

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

Hartlands Out of School Club is privately owned and was registered in 2007. It operates from the school halls within Parklands infant and nursery school and Harrington junior school in Long Eaton, Nottingham. The club serves the local area and has links with the school. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.45am until 9am and then 3.15pm until 6pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the club at any one time all of whom may be on the Early Years Register. There are currently two children attending who are within the Early Years Foundation Stage and there are 30 children on roll. The club offers care to children aged over five years to 11 years. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs three members of child care staff. Of these, two hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safeguarded and child to staff ratios are met. Children develop their self-esteem and social skills and are encouraged to be kind and caring towards each other. Children are very happy and settled and staff have a good understanding of their individual needs. Planning is in place and systems for observations and assessments enable their future learning needs to be identified and met. The environment is inclusive and partnerships have been formed with parents and teaching staff within the school although systems for sharing information are not fully established. Risk assessments have identified most potential risks and systems for self-evaluation are in place.

What steps need to be taken to improve provision further?

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

- review systems for assessing risks with particular regard to the use of drawing pins
- develop the sharing of relevant information where children receive care and education in more than one setting.

The effectiveness of leadership and management of the early years provision

Staff create an environment in which children are suitably protected from abuse and neglect, and staff have a good understanding of their responsibility relating to safeguarding requirements and regulations. Children also learn about protecting themselves through discussions and the posters that are in place, for example, the 'Keep safe guide' that is displayed. Thorough recruitment procedures ensure that all staff are suitably checked in order to care for children and clear procedures are in place to ensure children are not left unattended with unvetted adults. Detailed risk assessments have been completed and daily visual checks are made, however, the use of drawing pins within the setting has not been included which may pose a potential risk to children's safety. A clear emergency fire evacuation procedure is in place and practised with the children to ensure they are fully aware of the procedure to follow in an emergency and records are maintained and evaluated to ensure the routine remains suitable.

Children are well cared for at times of minor accidents as all staff hold valid first aid certificates. Health records for medication and accidents are maintained and countersigned by parents. Staff also access training regarding specific medical needs, for example, the use of Epi-pens. Children's individual dietary needs are known and respected and they enjoy fresh fruit and yoghurts for their snack. Fresh drinking water and juice is freely available each day. Children enjoy the use of a large outdoor play area enabling them to have plenty of fresh air and to develop their physical skills. Space and resources are well organised and effective deployment of staff, helps to ensure that children are fully supervised.

Staff understand the importance of working alongside parents, carers and other agencies to support the children's needs to ensure they are included in the life of the setting and have formed relationships with teaching staff in the school. However, systems for maintaining a two-way flow of information regarding children's needs are not fully established and therefore their needs are not always known. Policies and procedures are inclusive and shared with parents. An inclusive service is provided for all and staff and children are actively involved in the celebration of cultural events throughout the year, encouraging children's understanding of similarities and differences.

Systems to monitor and evaluate practice within the setting are fully in place and fully involve parents, children and staff. Questionnaires and discussion are used effectively to gain the views of those using the service which are evaluated and used to plan and enhance the care provided. Staff take time to get to know children and a key person system has been introduced which encourages children's feeling of security. Parents are happy with the service and are pleased with the activities their children are involved in, the caring approach of the staff and the good communication systems that are in place.

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

Staff have a good understanding of the Early Years Foundation Stage and how children learn. They plan effectively for the individual needs of the children and detailed observations and assessments of the children in the early year's foundation stage enable them to plan for their future learning needs. Interaction between staff and children is very good and staff and children seek support from staff as needed and staff are actively involved in the activities with the children. Personal, social and emotional development is promoted very well. Children are cared for in key worker groups although staff interact and respond to all of the children's needs. Children respond well to requests from staff and have a clear understanding of the rules and routines that are in place within the club. As a result behaviour is very good. Children are very courteous to staff and offer help to prepare the activities and help set out and put away the resources, carrying large equipment into the outdoor play area. Children settle well into the activities and the atmosphere is calm and relaxed. Children have plenty of time to complete any activity they may be involved in.

Children's independence is continually encouraged and they are comfortable in the routines in the session. They understand the importance of washing their hands before snack, after messy play and after using the bathroom and staff take appropriate steps to prevent the spread of infection. Children are made aware of potential risks and how to prevent accidents through guidance from the staff, for example, being reminded not to run indoors.

Children access a variety of appropriate activities that are interesting and provide challenge for them. They enjoy cooking activities where they weigh and measure the ingredients, take turns to mix them together and are able to eat them or take them home with them. They take responsibility for preparing an outdoor garden area where they plant and grow plants, fruit and vegetables, watering them and monitoring their growth. Children's creative ideas are enhanced and encouraged through the various art and craft materials and resources. They use these skills when celebrating various cultural events throughout the year. They are reminded of their own safety, for example, when crossing the small car park to the outdoor play area and also when involved in the team games when outdoors.

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	3
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