

Goxhill Out of School Club.

Inspection report for early years provision

Unique reference number EY291170
Inspection date 12/03/2012
Inspector Melanie Arnold

Setting address Goxhill CP School, North End, Goxhill, Barrow-upon-Humber, South Humberside, DN19 7JR

Telephone number 01469 530743

Email

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

Goxhill Out of School Club is committee run and operates from a purpose built, integrated services building within the grounds of Goxhill Primary School, in the rural village of Goxhill near Barrow-upon-Humber, North Lincolnshire. The facility is open to children from the surrounding areas but priority is given to children attending the school. Children have access to enclosed outdoor play areas that include the school playground and playing field.

The provision is open weekdays during term time, providing a breakfast club from 7.40am until 8.55am and an after school club from 3.30pm to 6pm. Subject to demand, a holiday play scheme operates from 7.40am until 6pm Monday to Friday, with the exception of bank holidays. A maximum of 30 children from two to under eight years may attend the setting at any one time. The provision also provides care for children over the age of eight and is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 90 children on roll, 25 of whom are within the early years age range.

The setting employs four core staff to work at the setting. Of these, two hold appropriate early years qualifications 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 satisfactory.

The setting has mainly appropriate systems to adequately promote children's learning and safeguard them from potential harm. Satisfactory partnership working with parents and carers results in children's individual welfare needs being met. However, links with other providers have yet to be firmly established to fully promote an integrated approach to children's care and learning. Improvements made since the last inspection have improved outcomes for children in some areas. The setting are developing their system of self-evaluation to ensure clearer targets for further improvement are identified in all areas.

What steps need to be taken to improve provision further?

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

- ensure the required adult:child ratios are maintained as set out in Appendix 2 of the Early Years Foundation Stage, with specific regard to when children are collected from school (Suitable people) (also applies to the compulsory part of the Childcare Register). 02/04/2012

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

- ensure the exchange of clearer information with other providers to further promote coherence of learning and development across different settings
- ensure the risk assessment covers everything with which a child may come into contact
- develop further the process of ongoing observational assessment to inform planning for each child's continuing development through play-based activities
- develop further the processes used when making decisions of suitability for staff, with specific regard to obtaining references.

The effectiveness of leadership and management of the early years provision

Children have fun as they freely access a suitable range of developmentally appropriate toys and resources to meet their needs. The generally well resourced and organised environment helps to create a warm and welcoming setting for all children. The staff team have appropriate systems, knowledge and understanding of how to keep children safe should they have any concerns about their welfare. The setting is kept secure and children's safety is mainly protected as staff use appropriate risk assessment procedures to ensure the identification and minimisation of potential hazards. However, although the record or risk assessment details most of these procedures, the safety precautions taken when children are collected from school have yet to be fully recorded. Other records and documents are in place, completed with necessary information and used appropriately by staff to help safeguard children. For example, a suitable child protection policy, which is understood by all staff helps to protect children from potential harm. Although the setting has suitable recruitment and vetting procedures in place to ensure the suitability of the staff team, these are not always strictly adhered to. The setting have obtained Criminal Record Bureau checks for all staff, however, as staff also work at the adjoining school, other suitability checks, such as, references have not been fully undertaken by the setting. Children are fully supervised at the setting as staff are deployed generally well inside and outside. However, on occasions during school collection times the setting are not always meeting the correct adult:ratios to fully ensure the safety of children is not compromised. Although this results in the setting not fully meeting this requirement of the Early Years Foundation Stage; the potential risk to children is minimised as it is for a very short period of time and the school and setting are on the same site, albeit in different buildings. Also, when children arrive at the setting, additional staff are on site which results in the required adult:child ratios being met for the rest of the session.

Partnership working with parents and carers is satisfactory, which results in relevant information being gathered and exchanged. This ensures the inclusion of all children as staff value and respect each child in line with their backgrounds and beliefs. Parents are kept informed about the provision and their children's care through the accessibility of policies, notice board displays and discussions.

However, links with other providers and settings have yet to be further developed to ensure the clearer exchange of information to fully support continuity of care and learning for each child. The setting has made some improvements by implementing the recommendations raised at the previous inspection. For example, permission to seek emergency medical treatment has been obtained to ensure children's health is protected at all times. The appropriately qualified and experienced staff team work generally well together as a team. They are currently receiving support from local authority advisors and the staff are also beginning to monitor their provision as they develop an appropriate system of self-evaluation. This will help them to improve the provision for all children.

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

Children are happy and settled in the generally well resourced environment. They engage in a suitable range of activities, which are adequately differentiated to ensure the inclusion of all children. This enables each child to make satisfactory progress in their learning and development. However, planning, observations and assessment systems are not fully in place and used effectively by all staff to ensure every child is sufficiently challenged in all areas. Children's social skills are developing as they interact and relate well to their peers and the staff. Behaviour is generally good as children receive regular praise and encouragement, which promotes their self-esteem. Children are respected and they learn to value the uniqueness of others through staff acting as positive role models. Their awareness of differences and diversity is further promoted through a range of suitable planned activities. Children's communication skills are developing as staff engage and chat to them as they play. Colouring activities and creative opportunities enable children to develop their mark making skills and use of imagination. During outside play, opportunities are taken to promote children's counting skills. They count to ten when playing games, such as hide-and-seek. Children are encouraged to be active as they play interactive games on the computer, which also enables them to develop their skill and interest in information and communication technology.

Children's health and safety is adequately maintained through the settings relevant practices and procedures. Supervision of children when they are cared for on site is generally good, which helps to protect children's well-being. The implementation of appropriate health and hygiene routines and a suitable illness and exclusion policy, all contribute to minimising the risk of cross infection. Children are provided with a suitable range of breakfast meals and after school snacks, which meet their dietary requirements. Children enjoy sitting with their own year group for snack time, which provides opportunities for younger and older children to play and interact with children of similar ages. It also allows periods of time where the older children can play freely and race around outside, while the younger children are safe and secure inside. Children's awareness of health and safety issues is adequately promoted through regular occurrences and discussions. For example, children learn to wash their hands during the daily routine and regular fire evacuation practises help to promote children's awareness of safety issues.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for).

02/04/2012