

Taylor Grangers

Inspection report for early years provision

Unique reference number

EY269551

Inspection date

15/03/2012

Inspector

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Setting address

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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

Taylor Grangers Out of School Club has been registered since September 2003. It is privately owned and managed by The Grange Partnership and operates from the Richard Taylor Church of England School on the outskirts of Harrogate.

The club is registered to care for 24 children and there are currently 108 children on roll of which 13 are in the early years age group. The provision is registered on the Early Years Register and Childcare Register. Opening hours are 7.30am until 9am and 3.15pm until 6pm during term time only. The club has access to the school hall, and associated facilities within the school building. They also have full use of the school playing field and playground for outdoor play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very welcoming and inclusive environment. Their learning, development and welfare needs are effectively met by staff members who are warm and caring towards them. Clear systems to observe and assess children's learning are in place and used to plan for their next steps of learning. Effective links with parents and other providers of the Early Years foundation Stage are in place which ensures they are kept fully informed with regard to their children's progress. The setting has begun to evaluate ensuring they continually improve on the quality of the provision.

What steps need to be taken to improve provision further?

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

- support children in using a range of ICT equipment
- continue to develop procedures to promote reflective practice, self-evaluation and identify priorities for development to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff members are clear about their role and responsibilities to ensure children's safety and well being and they are clear about the procedures to follow should they have concerns. The written informative policy relating to safeguarding ensures parents are aware of the procedures followed. Documentation evidences that all staff are vetted and the identity of visitors checked. All required documents are in place, including accident, medication and attendance records. Appropriate written risk assessments are in place as well as daily safety checks of the setting to

further ensure children's safety. Staff deployment is very good and all areas are supervised at all times.

The setting is extremely well supported by a very competent staff team. Dedicated to ongoing professional development they continue to work towards further recognised training and are currently developing systems to evaluate the provision. For example, staff members regularly meet together and have recently identified areas for improvement. These include re-organisation of resources to encourage children to not only self select for themselves but also to give an understanding of how to sort and organise and pack away when they have finished using them. All previous recommendations have been met. The setting displays a positive attitude towards equality and diversity and all children are encouraged to participate in the full range of activities available. Children are taught to respect and accept differences and have access to a good range of resources which further develop their awareness and understanding of the wider world.

All staff are highly motivated and ensure very good relationships with parents are maintained. The support and opinions of parents are highly valued by the team who welcome parents and carers comments. Newsletters and informative notice boards ensure parents are aware of all aspects of the setting as well as opportunities to discuss their children's progress with staff members. Parents are extremely complimentary of the setting, stating their children are well cared for by caring and dedicated staff members. The setting is committed to maintaining positive relationships with class teachers delivering the Early Years Foundation Stage. They exchange pertinent information to help support and develop children's overall learning and development.

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

Staff demonstrate a thorough understanding of the Early Years Foundation Stage and child development. This combined with the use of detailed observation and assessments including plans for children's next steps of learning ensure that children make good progress towards the early learning goals.

Children confidently access the setting, make independent choices from the available resources and interact well with one another within their friendship groups. Older children within the setting display kindness and concern for younger children and learn to take turns with the many resources available. Children are extremely confident to express themselves and make good progress in their communication and language skills. They constantly receive purposeful support from staff members so that they feel safe, valued and secure. Staff respond to children at all times with warmth and kindness which fully supports children's self esteem and provides them with a real sense of belonging. Staff use very good skills to engage children's interest and encourage them to contribute towards the planned topics. For example, children bring in their own reference books detailing the cities of the world and discuss and recognise various structures. They thoroughly enjoy being creative and use junk modelling as an opportunity to create

and construct their own models and buildings. This in turn introduces the children to the concept of recycling as they use various products whilst enjoying craft activities. Children make good progress in their problem solving and numeracy skills as they demonstrate their understanding of shape and measure. They discuss the various sizes of the small world characters they play with and identify which ones will fit into the castle. In addition, they use the opportunity of supporting one another in their counting skills and successfully pair and match the characters together. Children have some access to programmable toys to support their information and technology skills; however, they are not always readily available to them. Children engage in activities which help them to learn about, respect and value all people developing their understanding of the wider world. They access a good supply of multi cultural resources in addition to celebrating cultural festivals. For example, they have recently celebrated the Chinese New Year and had lots of fun making Chinese crafts as well as investigating 'life in a Chinese village'.

Children have good opportunities for exercise and fresh air as they regularly play outdoors. They enjoy the freedom to run and explore in the large enclosed area which contributes towards their good health as they gain increasing control over their bodies. In addition, they enjoy nutritious snacks and display very good manners as they eat together. Staff members ensure through appropriate records that all foods meet the children's dietary requirements as well as their individual preferences. Staff gently remind children to be careful as they enthusiastically move around the premises, supporting their understanding of their own safety as well as others. Children demonstrate their feeling of being safe as they regularly approach the staff for reassurance. Children behave extremely well and respond positively towards staff members. Staff have realistic expectations in accordance with children's ages and stages of development and respond towards them with enthusiasm, patience and purposeful care.

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

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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