

S4YC-Out of School Club(C.Church)

Inspection report for early years provision

Unique reference number EY429979
Inspection date 14/02/2012
Inspector Gillian Sutherland

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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

S4YC Out of School Club was registered in 2011 and operates from designated rooms and areas in Christ Church Church of England Primary School. Children have access to enclosed outdoor play areas. The club is situated in a residential area in Whitby, Ellesmere Port and serves those children attending Christ Church Primary School. It is open each weekday from 7.45am to 8.50am and again from 3.10pm to 6pm during school term time, and from 9am to 3pm during school holidays.

The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll who are in the early years age range. The setting also provides care for children in the older age range and a maximum of 32 children may attend the club at any one time. There are three permanent members of staff employed at the setting, of whom two hold a National Vocational Qualification at Level 3 in Play Work, whilst the manager holds a BA Honours degree in Early Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children attending the out of school club are able to participate in a wide and extremely varied range of activities, some of which are sports based. Childcare staff and qualified sports coaches are employed to provide the required care for the children attending. Children are very settled and enjoy the time spent here and skilful staff help them to make excellent progress in their learning and development. A highly effective partnership with parents and school staff ensure that each child's individual needs are met well. Systems to self-evaluate are good, staff are provided with opportunities to attend further training and concerted efforts are currently being made to ensure that paediatric first aid certificates are held by all staff to ensure children's safety.

What steps need to be taken to improve provision further?

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

- ensure there is at least one person who holds a current paediatric first aid certificate on the premises at all times when children are present. 12/04/2012

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

- ensure the system to verify the identity of any visitor is consistently applied, record their names, the purpose of the visit, and details of arrival and departure times.

The effectiveness of leadership and management of the early years provision

Children's well-being and safety are prioritised as comprehensive policies and procedures are in place. Staff fully understand the procedures to follow if they had any concerns regarding safeguarding. Daily checks and comprehensive risk assessments cover all areas and equipment, thus enabling children to safely enjoy a broad range of activities. Any visitors to the setting must produce identification, which is checked before entering the out of school club. They should also be asked to sign in and out of the visitor's book.

A number of staff within the company hold paediatric first aid certificates although two out of the three staff at this setting are currently waiting to attend a course and gain their certificates which would ensure that there is always a member of staff on duty who holds a paediatric first aid certificate. Staff meetings are held regularly as are performance review meetings. Staff ensure that children are well supervised and supported at all times. Equality and diversity is exceedingly well promoted as children access a range of resources and activities, which expand their understanding of people's differences and abilities. They celebrate a range of different seasonal and cultural festivals throughout the year. Staff have a very good understanding of how to support children with special educational needs and/or disabilities and when required children with English as an additional language. The activity programme includes an excellent range of both child-initiated and adult-led activities and this has a positive impact on their learning and development. The planning of the activity programme is undertaken by a planning adviser for the S4YC Company. This planning is, however, subject to change, to include children's suggestions and wishes for alternative activities, which truly allows for children's interests to be followed. Newsletters and noticeboard displays in the school hall ensure parents are made aware of forthcoming activities. Highly detailed learning journeys are maintained for children in the early years age range and provide parents with a wealth of information about the Early Years Foundation Stage Framework and how the activities provided link into the areas of learning. A self-evaluation document has been prepared and submitted and this document clearly identifies not only the strengths of the setting but also areas for improvement. The directors of the company are aware that this should be used as an ongoing tool to monitor further development.

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

Children attending the out of school club are very happy and extremely well occupied. They chat to each other about the different activities they participate in. For example, some choose to go outdoors and enjoy the wider open play spaces of the school where they develop further their physical skills. They practise their football skills or participate in a range of team games led by one or two of the specialist coaches. Indoors children freely access a varied and interesting range of activities, including building blocks which they used to develop their problem solving skills as they construct houses or towers, counting how many of the

different coloured blocks they have used. A well-equipped craft table ensures that for the children who want to make their own valentine day cards to take home, resources are plentiful. They enjoy creating their works of art using collage pieces including different textured materials, papers and sticky bits to add the final touches to. Other children chose to enjoy some quiet time either indoors or out where they can sit with their friends and talk. In the book corner a couple of children chose to look through the different books, until one decides to read the others a story. They listen patiently as she tells them the story and shows them the pictures in the book.

Children can freely access a drink at any time as the fresh fruit plus large jugs of water and very diluted juice are put out on the table. Children develop a very good understanding of healthy eating through discussion with staff and each other. A member of staff announces he was 'going to feed the chickens' and asks if anyone wants to help. A number of children eagerly went off to feed the chickens and collect any eggs. This is a project which the children regularly participate in during school sessions.

Staff are fully committed to ensuring that children understand about the risks and dangers outside when they are not attending school or out of school club. Children recently enjoyed a visit from a road safety officer who talked with them about how to keep safe when playing outside and to cross roads safely. Staff are currently in the process of inviting other personnel from the fire and police services, as this will enable children to hear first hand how those professionals work within the local community, to ensure they and other people stay safe. Gentle reminders are given to children who may be running around inside the setting in case they knock into one of the younger or smaller children. Children regularly participate in fire drills to ensure they are able in the event of a fire or emergency to evacuate the building quickly and safely. An appropriate record of when these have taken place is maintained by the manager. Children understand the need to wash their hands at appropriate times during the sessions and always before snack times. Normally the children can access the toilet facilities within the school; however, they have been currently using the disabled access toilets as there is work taking place within other areas of the school. Staff are very good role models for the children speaking courteously to them at all times and offering them lots of praise and encouragement. The long and short term planning effectively ensures that the individual learning and development needs of each child in the early years age range are exceptionally well met. It covers all six areas of learning and also provides stimulating and motivating challenges for the children in the different age groups.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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