

Lowton West Time Out Club

Inspection report for early years provision

Unique reference number

EY266395

Inspection date

23/03/2012

Inspector

Sue Birkenhead

Setting address

Lowton West Primary School, Slag Lane, Lowton,
Warrington, Cheshire, WA3 2ED

Telephone number

01942 724865

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.

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

Time Out Club was registered in 2003 and is run by a voluntary committee made up of previous and current parents of children who attend the club. It operates from designated rooms within Lowton West Primary School, situated in the Lowton area of Wigan. The club serves families who use the school. The fully enclosed grounds of the school are used for outdoor play.

The club opens Monday to Friday during school term times from 7.30am to 8.45am and from 3.05 pm to 5.45pm. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. There are currently 59 children on roll of whom nine are in the early years age group.

The club employs five members of staff. Of these, three hold relevant early years qualifications and two are in the process of completing relevant training. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting provides an effective, welcoming environment where children are happy and secure and their sense of belonging is promoted well. Generally the welfare requirements are successfully met; however, information, which is not routinely shared with parents, means there is a breach in the requirements. Staff demonstrate a positive understanding of the Early Years Foundation Stage and the provision of interesting activities effectively supports children's learning and development. The appropriate relationships that develop with parents and the effective links fostered within the school promote consistency in the children's care and learning. Sound systems for evaluating the setting's practices are in the early stages of development. The management team have identified aspects to further promote continuous improvement of the setting and better outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure information is exchanged with parents regarding the safeguarding children policy, procedures followed in the event of a child going missing and the details of Ofsted should they wish to make a complaint (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register).

06/04/2012

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

- improve procedures for recording medication administered and accidents to respect the need for confidentiality
- improve procedures for sharing information with parents to enable them to review their children's progress regularly and contribute to their child's learning and development record
- obtain children's developmental starting points on entry to the setting
- carry out regular staff appraisals to identify the training needs of all staff as part of an ongoing programme for their professional development
- develop further the more formal approach to self-evaluation.

The effectiveness of leadership and management of the early years provision

Staff have a clear knowledge of the known signs of abuse and their understanding of the procedures for reporting concerns is sound. This ensures children are appropriately safeguarded. More senior staff and the designated safeguarding officer complete basic training. In addition, robust procedures for recruitment of staff and the committee ensure their suitability. However, regular appraisals are currently not completed to monitor staff performance, although planned for the future. Suitable systems in place ensure all the required records for the safe and efficient management of the setting and children's needs are completed. However, the systems used for the recording of accidents and medication administered do not respect confidentiality. Written risk assessments for the setting and outings clearly reflect associated hazards and how risks to children are minimised. The management team are motivated in their approach to the continuous improvement of the setting and identify aspects they wish to further develop by completing action plans. The aim of the setting is to 'achieve high standards of care which involve children and parents'. The manager is in the early stages of introducing a more formal approach to self-evaluation by completing the Ofsted self-evaluation form to detail their practices and areas for development. In addition recommendations raised at the previous inspection have been addressed to promote better outcomes for children. Consequently, a greater range of resources and activities to promote children's understanding of diversity are accessible and all staff are now qualified in paediatric first aid.

Sound relationships develop with parents who are welcomed into the setting and engage in discussions regarding their child's well-being and time in the club. They receive regular newsletters informing them of changes and events planned. The initial information shared with parents includes general information about the setting and effective displays include details and photographs of the committee, staff, their qualifications and the certificate of registration. Written policies are currently being updated and will be made accessible for parents to read. However, information regarding safeguarding children, missing children and the details of Ofsted should they wish to make a complaint are not routinely shared. This is a breach in the requirements. Parents contribute to the procedures for self-evaluation as they are issued with questionnaires twice a year. Their views are valued, resulting in changes to the opening hours, use of the premises and trips

following the comments they raise. Effective links are established with the reception class teacher within the school. They regularly review the children's progress towards the early learning goals and share assessment documents. They work closely to enhance their learning consistently through the children's identified next steps in learning.

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

The manager and staff work together well to provide positive role models for children. They develop supportive relationships to enable children to feel secure within the setting. They recognise the importance of interaction and positively engage in children's activities to support children's fun, learning and enjoyment. They complete spontaneous and focused observations according to the times children attend the setting. Entries are linked to the areas of learning and identify children's next steps. Individual 'profile point' sheets completed by the teaching staff in school are shared with the setting for individual children. They meet regularly to discuss children's progress, which allows them to work consistently on the child's next steps in learning. They effectively monitor the positive progress children make towards the early learning goals. However, the manager recognises that sharing children's developmental records with parents and obtaining their developmental starting points on entry to the setting are areas for future development. The informative weekly planners for activities reflect the various themes they follow and promote a good balance of adult-led and child-initiated opportunities. Through the effective visual timetable and the good deployment of a wide range of resources children develop their independence in learning by making choices, supported by the staff.

The balance of activities on offer supports the development of children's future skills well. They access the outdoor play area very regularly, engage in group games and have access to varied resources, therefore supporting the development of their physical and social skills well. Children develop their understanding of technology through the provision of interactive computerised games. They extend their understanding of different cultures in many ways which include contributing to the cultural display, celebrating different festivals, such as Christmas, Diwali, Chinese New Year and Easter, which incorporate discussions, creative activities and food tasting. In addition end of year trips to various interesting places further a field extend their understanding of the wider world. They develop their creativity by selecting more challenging tasks from the reference books and use a range of different media which includes recycled materials as well as natural objects. Their interest is sustained as they design and make a small cushion, by cutting out their desired triangle shape and sew around the edges before using cotton wool as stuffing, proudly showing the finished result. Staff question their understanding of shape as they ask 'how many sides does a triangle have?' to which children respond by saying 'three'. They have opportunities to select from the books available and use mark making materials to increase opportunities to develop their hand writing and literacy skills. They competently label their pictures with their name. They make reference to number in various situations, consolidate their learning using their fingers to count and identify the dots on the dice which

represent numbers during board games.

Children learn about personal hygiene through the positive daily routines and recall that they wash their hands before snacks 'because we would get germs in our tummy, which could make us poorly'. Children have access to a range of varied, healthy nutritious snacks. They can select, at times of their choice, from the fresh fruits available, to support their understanding of healthy lifestyles. They can access drinks independently to ensure they remain refreshed and hydrated. They learn to stay safe because they practise evacuation drills regularly, which are clearly documented. Children say they feel safe 'because the ladies look after us'. Their behaviour is managed well through the techniques staff use, which includes the unique racing car reward system. As a result, children behave well through this effective approach, which supports the development of their self-esteem and confidence.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	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	3
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:

Not Met (with actions)

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

Not Met (with actions)

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:

- make a copy of the written statement for safeguarding available to parents (Providing information to parents). 06/04/2012

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

- make a copy of the written statement for safeguarding available to parents (Providing information to parents). 06/04/2012