

Wise Owl Out of School Club

Inspection report for early years provision

Unique reference number 312382
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Inspector Marie Kaye

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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

Wise Owl Out of School Club has been registered since 1993. It operates from Stalyhill Infants School, Stalybridge, Tameside. Children have access to the hall, an additional room and IT suite and an outdoor play area. It serves children who attend the host infant and junior school. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The club operates Monday to Friday during term time only. Children attend for a variety of the sessions from 7.30am to 9am and 3.15pm to 6pm each day. The club is registered to care for a maximum of 64 aged from three to eight years. They accept children from four years to 11 years. There are currently 98 children on roll of whom 21 are in the early years age group and 40 are aged five to eight years.

There are nine staff who work with directly with the children. Of these, four hold a qualification at level 3 in early years and two are working towards a qualification at level 3 in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club effectively supports all children to ensure they are all fully included and valued. The use of a broad range of activities and space is mostly used well to help promote children's good learning and enjoyment. Children are safe and secure and enjoy learning about the world around them. Partnerships with parents and carers and the host school are good and there are mostly effective systems in place to share information. The leaders and managers capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- strengthen further the two-way flow of information with parents and carers
- provide an area for children who wish to relax, play quietly or sleep.

The effectiveness of leadership and management of the early years provision

Practitioners have a good knowledge of the signs and symptoms of abuse and clear and concise policies and procedures are in place to fully safeguard children. All adults who work in club are suitably vetted to ensure they are suitable to do so. Robust risk assessments are in place, which include all aspects of the environment

and therefore children are able to move safely and freely.

Leaders and managers are motivated well to seek further improvement through ongoing consultation with parents and carers and the staff team. The strong self-evaluation system clearly identifies the strengths and areas for improvement. As a result, outcomes for children are continually improved. Staff are supported well to further raise their skills and knowledge through attending further training. For example, a recent course on proving play for boys has had a positive impact, resulting in boys showing an increased interest in what is made available.

The club actively promotes equality and diversity through providing a broad range of resources, activities and images of race, gender and disability. All resources available are fit for purpose and enjoyed by the children. For example, both boys and girls enjoy a sewing activity. The environment is used well to offer a broad range of experiences. However, a designated comfortable area is not made available for younger children in particular, who may wish to relax, play quietly or sleep

Partnership with parents and carers is good. Parents receive detailed information about the club and its policies when their children first start. Notice boards are mostly used well to keep parents up-to-date and share information. However, information about the activities and children's meals are not consistently shared with parents to enhance the two-way flow of information. Partnerships with the host school and other agencies are strong. Effective systems in sharing information mean a good continuity of care and education is maintained.

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

Practitioners have a good knowledge of the Early Years Foundation Stage and effectively support the children by providing an enjoyable and challenging learning environment. Children have good opportunities to play creatively. For example, they independently access the play dough, arts and crafts and junk modelling to make their creations.

The outdoor area is particularly well resourced and imaginatively laid out, with children learning creatively planned for. Consequently, it is popular with the children and as a result, they have plenty of opportunities to become inquisitive and active learners. Children increase their physical skills well through using a broad range of large and small physical play equipment. In addition regular visits from sports coaches, provides challenging opportunities for team games and helps children develop a positive attitude towards exercise. Children show a good awareness of what constitutes a healthy lifestyle. For example, they make healthy choices at snack time and clearly understand the importance of washing their hands to prevent the spread of infection.

Children's personal, social and emotional development is supported well. Children are confident and easily resolve disputes with each other, through the consistent support and guidance of staff. They know the routine well and show a real sense

of belonging. For example, meal times are used well to create a social occasion for the children to sit together and talk about their day.

Children play in a safe environment and show a good awareness of how to keep themselves safe, for example, they take part in regular fire drills. Planning includes children's ideas as well as the topics and themes covered at school resulting in children making a real contribution to what is on offer for their enjoyment. Many children particularly enjoy using the computer to produce the club magazine which includes puzzles and quizzes for all the children to enjoy. Children develop good skills for the future as they become independent learners.

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

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