

Appledore Out of School Club

Inspection report for early years provision

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Setting address	Kingsley Avenue, Appledore, Bideford, Devon, EX39 1PF
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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

Appledore Out of School Club opened in 1999. It is run by a voluntary committee. It is based in the grounds of Appledore County Primary School, in the village of Appledore, near Bideford in Devon. The setting has use of a classroom with adjacent toilet facilities and the outdoor playgrounds. Children attending the breakfast club and the after school club attend the primary school. The holiday playscheme is open to the wider community.

The setting is registered on the Early Years Register, and on the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children aged from three years of age to under eight years may attend at any one time, all of which may be in the early years age range. There are currently eight children in the early years age group attending at different times. The setting is open Monday to Friday. During term time, the breakfast club runs from 7.45am and the after school club runs until 5.45pm. The holiday playscheme operates Monday to Friday from 8.45am to 5.45pm.

There are four members of staff employed to work with children, all of whom have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are suitably met. However, not all children have the opportunity to practise the fire drill. Good partnerships with parents and others involved in supporting individual children result in staff being well-informed about each child's needs. Children make good progress in their learning and development, although this is not consistently recorded. Although some areas have been missed, the setting demonstrates a satisfactory capacity for ongoing improvement and self-evaluation is effective in some aspects.

What steps need to be taken to improve provision further?

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

- improve reflective practice and self-evaluation to identify and improve all aspects of the provision
- provide all children with opportunities to practise evacuation drills to raise their awareness of how to recognise possible danger and how to keep themselves safe in an emergency
- build on existing systems for carrying out observations and assessments, for

example, by further developing records of children's learning and development

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded and protected from harm. Staff are secure in their awareness and implementation of safeguarding procedures. All staff update their safeguarding training to remain aware of sound practice. The recruitment process includes appropriate suitability checks on staff. However, the provider failed to notify Ofsted of a change to the management committee. It is a legal requirement to do so. On this occasion, Ofsted does not intend to take further action. Children's safety and welfare is not compromised because committee members do not have contact with children. Risk assessments are thorough and daily safety routines are effective in helping to keep children safe and secure. For example, procedures to collect children safely from different parts of the school are implemented well. Risk assessments take account of the different types of activity enjoyed by children attending the after school club and the holiday playscheme. Emergency evacuation procedures are displayed in picture format to provide children with information about what to do if there is a fire. Most children have opportunities to practise the fire drill each term and during most holidays when the playscheme is in session. However, there is no process in place to make sure that all children take part. As a result, some children do not learn how to conduct themselves safely in an emergency situation.

Children benefit from the good relationships that staff develop with parents. This results in children's individual needs being understood well. Parents receive good quality information about the setting including details about the Early Years Foundation Stage framework, children's activities and reviews of all policies. Parents are encouraged to provide feedback about the setting and their children's experiences, to be included as part of the setting's self-evaluation processes. Good partnership working with children's teachers enables staff to plan and organise activities that support individual learning. For example, knowing what children have been learning about in school helps staff to organise activities and resources that continue to develop new skills. The setting welcomes all families and provides an inclusive environment, where each child is valued and appropriately supported.

Self-evaluation in the setting is satisfactory overall. Staff conduct a daily evaluation of activities each day, and children's views are included in this process. This has resulted in children taking an active role in planning what they do. A recent move from one classroom to another has resulted in a comprehensive review of how children can more independently choose from the good variety of resources and equipment available to them. The setting demonstrates a suitable awareness of what they do well, and where there is scope for improvement. However, self-evaluation has not been sufficiently rigorous in identifying weaknesses in internal monitoring systems to ensure all legal requirements are met.

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

Children's welfare, learning, and development are promoted effectively. They are happy and confident and they demonstrate good levels of self-esteem. Children's behaviour is good. They take an active role in organising their club. For example, children plan activities with staff, they select and organise resources and equipment for each day, and they are responsible in setting out ground rules for respectful behaviour. Young children benefit from the good role models provided by older friends, who are consistently kind and helpful. Children respond well to the staff team's very good use of praise and encouragement, which supports children in developing self-esteem and feeling secure. As a result, children become confident communicators and happily contribute to discussions and group activities. For example, a child comes in to the setting very keen to share some news with the group. Staff recognise that this is a major achievement as the child has generally been reluctant to share thoughts and ideas with more than one or two others.

Children show awareness of aspects of personal safety. For example, they know steps outside can be slippery when wet so use them carefully. Children take care to make sure that stiff taps in the cloakroom are turned off properly to prevent accidents. Health promotion with children is good. Children understand the importance of good hygiene routines and manage their own needs well. Children enjoy robust and nutritious snacks when they arrive from school, and they can help themselves from the well-stocked fruit bowl throughout the session. The breakfast club provides children with a choice of healthy foods, and staff emphasise the importance of starting the day with a proper meal. Children enjoy good levels of healthy exercise and activities that promote physical confidence and control. For example, children concentrate well as they develop their football skills, controlling balls accurately as they negotiate obstacles to get from one side of the playground to the other. Children team up together to play skipping games, and they are very confident as they twirl the rope faster and jump over it.

Children's progress towards the early learning goals is supported well. The setting is not the primary provider of the Early Years Foundation Stage for any children attending. Therefore, the good relationships that staff develop with children's teachers is instrumental in planning activities that support individual learning in school, in order to further promote progression. Good systems of planning with children results in a child centred environment, where activities equip children well with the skills they need to secure future learning. Staff monitor children's progress towards the early learning goals effectively. However, this is not consistently reflected in children's individual learning records. These are not up to date and so do not show children's current levels of achievement.

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	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	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	3
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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: Met

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