

Hawes Side Out of School Club

Inspection report for early years provision

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Inspector

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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

Hawes Side Out of School Club is situated within Hawes Side Primary school on the south shore of Blackpool. It registered in 2006 on the Early Years Register and on the compulsory and voluntary parts of the Childcare register. The governing body is the registered provider. The out of school club operates from one main hall with access to associated facilities. They have access to the main school playground, a grassed outdoor play area and a computer suite. The out of school club opens from 8am to 8.50am and 3.30pm until 6pm each week day during term time. The holiday play scheme runs from 8am to 6pm in the school holidays.

A maximum of 40 children under eight years may attend the provision at any one time. There are currently 26 children on the register within the Early Years Foundation Stage age range. The children attend for a variety of sessions throughout the week. There are four members of staff who work with the children, all of whom are led by the club leader who holds an appropriate early years qualification. A pool of staff is also used from the school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy coming to the club, are happy and feel safe. Staff value the children and have a good knowledge of their interests and level of development. The good relationships between staff and children underpin the happy atmosphere. Although it is an inclusive club with younger children confidently joining in with the older children's activities, the club's resources are satisfactory to meet children's learning needs both indoors and outdoors. Staff have good relationships with parents and liaise well with the host school on child development. Capacity for continued improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- enhance the resources in the indoor and outdoor areas, so that they provide a more stimulating environment
- develop a culture of reflective practice, self evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision of all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as there are clear safeguarding procedures in place. These are complemented by staff who know their roles and responsibilities on who

to contact in the event of any concerns. All required documentation is up-to-date and organised to maintain confidentiality and to safeguard children. This includes staff checks, up-to-date first aiders, records of attendance, accident forms and medicine records. A safe and secure environment is maintained through detailed risk assessments which are revised annually. Staff give children the guidance that they need to safely do potentially hazardous activities, such as climbing on the outdoor apparatus. All the staff who work in the club have roles within the school, therefore are experienced and qualified to work with children.

The organisation and deployment of staff are good, however the deployment and range of resources on offer to the children are satisfactory. During inspection, the school had use of the main hall, therefore the after school provision was delivered within a nearby classroom and the outdoor area. Although the children benefited from a range of physical activities outdoors including ball games, climbing and skipping, the provision was not sufficiently planned or resourced to support the learning and development needs of early years children across all areas of the foundation stage curriculum.

The manager acknowledges the importance of self evaluation and is committed to maintaining continuous improvement, however this vision is not fully developed or shared with the rest of the staff team to bring about sustained improvement to the early years provision.

The setting have established good links with the host school allowing them to share observational assessments with the class teachers as well as welfare information, so that continuity of care and learning is significantly promoted. Parents and carers are made welcome and show confidence in the staff when they leave their children in their care. Staff ensure that important information about the children is appropriately shared with parents. Staff actively promote equality and diversity and ensure that children are fully integrated within the setting.

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

Staff provide a supportive environment through a satisfactory range of activities and opportunities. They encourage children in all age groups to play and to learn. The leader has good knowledge of the learning and development requirements of the Early Years Foundation Stage and applies this to her practice. Staff conduct some monitoring and recording of children's progress which are provided to the teachers to support children's learning and development. The leader spontaneously plans a craft activity each week which is not specific to age groups or individual children and is supported by all staff. Both the leader and deputy are the designated key workers for the early years children and they have good knowledge of each child's strengths and needs. The main room provides a suitable space which is clean and bright for the number of children attending the setting. There is little in the way of stimulating display, for example for children to show their work, or stimulate their learning.

Activity is appropriately balanced between the indoor and outdoor areas. Children also have access to a computer suite when not in use by the school. The club has a large television, disc player and computer consoles, often used for music and dance activities. The outdoor playground and grassy area is secure and well maintained but has limited resources to encourage children to learn by playing and exploring for themselves other than climbing equipment. Children say that they enjoy the club and always have interesting things to do. This is reflected in the feedback from parents. The children were not seen using the hall but photographs show the children participating in craft activities and puzzles to develop creativity and skills in numeracy and problem solving. Children are generally encouraged to cooperate, talk together and develop their own games while staff are close by for support. They usually respond well to this. Older children happily include the younger ones, for example, children's language development is promoted through older children helping an early years child to write their name and read a story.

Effective use is made of the local area by taking children on trips to the library, supporting their awareness of the wider community. Cultural festivals and events are also celebrated throughout the year including Chinese New Year and Easter to help raise children's awareness of similarity and difference.

Staff work closely with the children to help them understand the importance of healthy practices and explain the need for routine. For example, children understand that they must wash their hands before snack. Varied menus using healthy, nutritious ingredients meet children's individual dietary needs. Drinking water is available throughout the session.

Staff are very calm and reassuring. They always speak in a pleasant tone, and their cheerful and respectful manner encourages similar qualities in the children. Their attentive interactions, and club's friendly atmosphere, lead the children to feel safe and secure. Behaviour is good and relationships between children and staff are consistently good: they listen to each other with mutual respect. In their time at the club, children develop useful skills for the future including social interaction and collaborative play.

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

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