

Ackworth Howard Out of School Club

Inspection report for early years provision

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Inspector

Tara Street

Setting address

Ackworth Howard School, Station Road, Ackworth,
Pontefract, West Yorkshire, WF7 7HH

Telephone number

01977 722275

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.

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Description of the setting

Ackworth Howard Out of School Club is run by a voluntary management committee. It was registered in 2004 and operates from a designated classroom, school hall and library within the Ackworth Howards Church of England Junior and Infant School in Pontefract, West Yorkshire. Children have access to a secure enclosed outdoor play area. A maximum of 16 children aged from four to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. The club is open Monday to Friday from 3.15pm to 5.45pm term time only. The club serves children who attend the host school and they attend for a variety of sessions.

There are currently 84 children on roll. Of these 19 are under eight years and of these 12 are within the early years age range. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three main members of staff, including the manager and two supply staff, who work directly with the children. Of these, one holds a qualification at level 4, one holds a qualification at level 3 and one holds a qualification at level 2 and is currently working towards a qualification at level 3, all in early years and playwork. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff who create a happy and inclusive environment in which children can play and learn. Staff work together well to implement an appropriate range of activities based on children's interests, although systems for tracking children's progress and clearly identifying their next steps in learning are being developed. They meet children's individual developmental and learning needs satisfactorily and promote most aspects of their welfare appropriately. Whilst the club shows satisfactory capacity to improve, processes of self-evaluation are not yet fully developed. As a result some of the records required for the safe and efficient management of the provision, with regard to maintaining a record of risk assessments are not in place.

What steps need to be taken to improve provision further?

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

- maintain a record of risk assessment which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation)

17/05/2012

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

- review procedures to ensure regular evacuation drills are carried out and recorded
- develop further the observation and assessment system to support staff in assessing the progress which children are making towards the early learning goals and plan next steps to meet their development and learning needs
- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Children use an appropriate range of toys and equipment which are safe and suitable. Risk assessments are carried out regularly and staff conduct safety checks at the beginning and end of the session to ensure that the environment is suitable. However, a written record of the risk assessment, which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident, is not maintained. This is a breach of requirements and impacts on children's overall safety. Staff members are appropriately qualified and deployed to provide good levels of support for the children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability. Most of the records, policies and procedures that support the club to promote positive outcomes for children are appropriately maintained. However, regular evacuation drills are not carried out and recorded to ensure all children are sufficiently familiar with the routine for keeping themselves safe in an emergency. Staff have a clear understanding of safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. The manager uses self-evaluation appropriately and is aware of some of the areas for improvement. However, the rigour and levels of monitoring and analysis, to improve the quality of the provision for all children are uneven. The recommendations made at the last inspection have been suitably addressed. Resources, including staff and the available accommodation are deployed appropriately to help support children's enjoyment and achievement. Inclusive practice and equality policies and procedures are appropriately implemented throughout the club and as a result each child's individual needs are recognised and supported. Staff form friendly relationships with parents and carers. They exchange verbal information at the end of each session, keeping parents informed about what the children have been doing and the care they have received. There are suitable links with staff in the host school and with other early years practitioners to ensure children's needs are planned for. This ensures children receive a complementary curriculum and continuity of learning and care.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed environment. They make their needs known and enjoy sharing experiences and ideas with staff, who are friendly and interested in them as individuals and put them at their ease. Children behave very well. They know what is expected through familiar routines and clear explanations. Staff remind children of the rules and their views are valued when agreeing codes of conduct for a harmonious group. Children receive positive interaction from staff who join in their play, model expected behaviour and talk with them. Each child is allowed sufficient time to complete an activity at their own individual pace. This provides continuous support for their development and also builds their confidence. Staff observe and make some notes about what children can do. However, these are not yet fully linked to the early learning goals to measure children's progress, nor do they identify their next steps to enable planning to be tailored for the individual child.

Children make spontaneous choices from the range of toys and equipment available and concentrate well on chosen tasks and adult-led activities. Children use language appropriately to communicate, initiate conversations, describe what they are doing and organise their play. For example, they confidently discuss a pheasant that wanders into the school grounds. They solve problems as they build, construct and play games. Children enjoy participating in activities where they take turns and work as a team. For example, a group of children enjoy playing a game of tennis and display a range of skills as they follow instructions and calculate the scores. They use their imagination as they pretend to be builders. Children extend their creativity as they make jewellery and experiment with glass paints and eagerly use a variety of craft materials to create pictures and collages. They learn about the wider world through daily resources such as books, puzzles, dressing up clothes and role play equipment. In addition they enjoy treasure hunts in the school conservation area. As a result children gain appropriate skills for the future.

Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors and the possible consequences of this. Children are developing a satisfactory understanding about healthy lifestyles. For example, they adopt appropriate practices for their own personal hygiene. They enjoy a good variety of healthy snacks such as fresh fruit, vegetables, sandwiches and yogurt. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they regularly participate in throwing and catching activities and participate in parachute games, football and skipping.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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