

Black Horse Out of School Club

Inspection report for early years provision

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Inspector

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Setting address

Black Horse Hill Infant School, Saughall Massie Road, West Kirby, Wirral, Merseyside, CH48 6DR

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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.

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

Black Horse Out of School Club was registered in 1998. It operates from a self-contained building in the grounds of Black Horse Infant School in West Kirby. The setting serves the local infant and junior schools and is accessible to all children. There are outdoor play facilities available. The setting opens five days a week from 7.30am until 9am and from 3pm until 5.45pm, during school term times. The club does not open in the school holidays. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 36 children may attend the setting at any one time, of whom, none may be under three years old. There are currently eight children attending, who are within the early years age range. The setting supports children with special educational needs and/or disabilities and children, who speak English as an additional language. The setting employs seven members of childcare staff, four of whom hold appropriate early years or playwork qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a suitable range of activities and resources within a safe, secure and child-initiated environment. Partnerships with parents and others are secure and effective, so that children's needs are met. Also parents are informed about what their children have been doing. Learning is generally supported effectively with staff providing an interesting space for children. Systems for observing children's ongoing development towards the early learning goals are not effective enough in highlighting next steps. Leadership and management is satisfactory in supporting children in the early years age group, however, action needs to be taken, in order to meet all requirements.

What steps need to be taken to improve provision further?

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

- keep a record of aspects of the environment that need to be checked on a regular basis and when and by whom they have been checked. Review the risk assessment on an annual basis (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 07/06/2012
- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 07/06/2012

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

- develop the systems for ongoing observation of children, so that their next steps can be planned for, in close liaison with other providers.

The effectiveness of leadership and management of the early years provision

The systems and procedures in place for safeguarding children are generally effective in ensuring that they have access to a safe, secure and child-orientated environment. Children enjoy a comfortable and relaxing space after a busy day at school. Informal daily safety checks ensure that the environment is safe. However, the procedures for risk assessment do not meet requirements because they are not reviewed on an annual basis and a record of aspects that need to be checked on a regular basis is not maintained. Staff are, however, good at reinforcing safety rules both indoors and outside in the large playground, which is used for outdoor play.

Staff discuss ongoing issues and areas of development in an informal, friendly manner with each other as they arise. Children are consulted in a relaxed way on a daily basis, as they develop their ideas through their child-led activities. For example, children have contributed to displays in the art room based on their own ideas of what these should look like. Staff access required training, in addition to some other courses, which extends their knowledge and understanding. For example, staff have attended first aid, food hygiene and safeguarding training, as well as accessing more formal childcare qualifications to meet requirements for the Early Years Foundation Stage. Staff recognise the value of play-based activities and make sure that the routine allows plentiful opportunity for this type of activity.

Partnerships with parents and others are effective. The staff team promote strong, friendly relationships with parents, which enables effective daily care of the children. Information is passed on verbally, so that parents know about what children have been doing while at school and attending the club. Regular newsletters are sent to parents, so that they have good opportunities to be involved in activities in the setting. However, information about parental responsibility is not currently recorded within children's details.

Children's individual personalities are recognised by staff, who obviously enjoy spending time with them. They encourage children to access favourite activities, make decisions about what they would like to do and spend time with their friends. Children have opportunities to contribute towards art displays and organisation of resources. This helps to encourage children's self-esteem and independence. Individual requirements are accommodated in liaison with parents and school staff as needed. Positive images of equality, diversity and culture are evident in the environment and the routine.

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

Children are encouraged to think about their safety, for example, they know about rules for the use of the outdoor area. They respond well to the requests staff make of them, in order to ensure their safety, for example, walking between rooms rather than running. Children know about the rules within the setting and that these are in place to keep them safe.

Children recognise the importance of being healthy, for example, they know to wash hands after using the toilet. Thorough hygiene procedures are effective in practice. Children have good opportunities to eat healthily, enjoying a wide range of nutritious food during tea time. Snacks of fruit and drinks of water are on offer throughout the session, which children can access as they require. Staff recognise that children are hungry when they return from a busy day at school and provide them with a tea time snack almost immediately, which they thoroughly enjoy alongside their friends.

Children enjoy a suitable range of activities, which are supported by a routine that is reflective of the nature of an after school facility and generally complements the busy school day. They participate in favourite art activities or computer games or relax watching DVD's with their friends. Small groups of children gather to talk about things that interest them or role play with small world resources. Some children enjoyed a planting activity, sowing seeds and watering them before placing them outside to grow. Children's personal, social and emotional development is supported sufficiently. They develop relationships with staff, who know them well. Staff recognise their role in supporting children and show an interest in any activities they have accessed. For example, a small group of children are interested in comics and share these with a practitioner.

Children are offered activities, which support communication, language and literacy development. For example, reading activities are available and there is a writing table for children's use. Displays show that children are proactive in contributing to writing for them. Physical activity is supported and this is encouraged with daily access to the large outdoor area to play team games, such as football and hide and seek. Practitioners make informal, infrequent observations of children's ongoing development. This means that there is no clear information available about where children are in their development towards the early learning goals. Some liaison with the school, gives staff some information about children's progress. However, this is not utilised to effectively enough to help staff plan for children's next steps.

Children are well behaved and well mannered. They have strong relationships with the staff team and work well with other children to carry out tasks or complete activities. Children's individual needs are supported effectively because practitioners maintain positive relationships with parents and others. In addition, the environment reflects diversity in a positive way, so that children develop an awareness of others and the world around them.

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	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	3
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	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	2
The extent to which children make a positive contribution	3
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:

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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 07/06/2012

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:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 07/06/2012