

Saltburn Primary Out Of School Club

Inspection report for early years provision

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Inspection date	10/05/2012
Inspector	Lindsey Pollock
Setting address	Saltburn Pirmary School, Marske Mill Lane, Saltburn, Cleveland, TS12 1HJ
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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

Saltburn Primary Out Of School Club was registered in 2010. It is run by Rosedene Nurseries and operates within Saltburn Primary School. The club serves the local and surrounding areas. There is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 8am to 9am and 3pm to 6pm. Children are able to attend for a variety of sessions. A maximum of 32 children under eight years may attend the club at any one time, 16 of whom may be in the early years age range. There are currently 10 children on roll who are within this age group. The club also offers care to children aged over five years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs five members of childcare staff, the majority of whom are qualified to level 3. There is also a bank of staff available for cover, and the manager has Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club provides a warm, welcoming environment where children participate in a good range of interesting activities which successfully promote their learning and development. Overall, sound procedures for the safe management of the provision are in place, however, legal requirements with regards to first aid training and deputy management arrangements are not met. Partnerships with parents and other providers of the Early Years Foundation Stage are positive but not yet sufficiently developed to fully support children's learning and development. Systems to evaluate the effectiveness of the provision are generally suitable, although the most significant areas for improvement are not always identified and prioritised. However, staff demonstrate a willingness to develop the provision and the capacity to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- ensure there is at least one person who has a current paediatric first aid certificate on the premises at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 25/05/2012
- ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable people). 24/05/2012

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

- develop systems to regularly share children's development and learning records with parents and other settings that children attend
- develop further the processes for evaluation and quality improvement as the basis of ongoing internal review, assessing what the setting offers against robust and challenging quality criteria.

The effectiveness of leadership and management of the early years provision

Checks are carried out on all staff to make sure that they are suitable to work with children. Effective arrangements are in place for induction, appraisals and staff development. However, although staff are generally encouraged and supported in their professional development, the vast majority have not completed first aid training. This means that there are sessions without a trained member of staff being present. This is a breach of a legal requirement. Also, although there are suitable staff available to act as deputy manager, and who do so in the absence of the manager, these arrangements are not sufficiently clear to show who has overall responsibility for this. Staff have a good understanding of child protection procedures having completed training in this area. They are fully aware of their responsibilities and of the steps they need to take should they be concerned about a child. Children are cared for in a secure and safe environment. They are supervised well and the premises are secure. Daily checks are made to ensure children can play safely and enjoy their time at the club, and risk assessments are documented to help reduce hazards.

Some systems for self-evaluation are in place; for example, staff reflect on their practice and seek verbal feedback from parents to help them improve outcomes for children. However, as yet other forms of evaluation, such as parent questionnaires and self-evaluation forms, are not used effectively to help with driving and securing improvement. The club is welcoming and is maintained to good standards. The hall is light and airy and a good range of resources are provided so children have lots of choice about what they want to do. The staff have an inclusive and friendly approach and ensure all children and their parents are made to feel welcome.

Staff have friendly relationships with parents and take time to speak to them each day about their children's welfare and activities. Parents speak positively about the club and the staff. They are pleased with the range of activities provided and appreciate the flexibility of the sessions to meet their needs. However, effective systems are not yet in place to share children's learning journals with them to fully involve them in their child's learning. The club is developing sound links with the local schools that children attend. They meet regularly with the head teacher of the school where the club is based and exchange daily information with class teachers, but do not yet share the observations and learning journals to foster continuity in children's learning and development.

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

Children are happy and relaxed at the club. They demonstrate that they feel safe by being confident to initiate their own play and also to engage and interact with staff. Routines are well established and the staff have high expectations of children's behaviour. Consequently, the club is calm and children of all ages get on well together. The youngest children are confident in the surroundings and behave well. They form positive and trusting relationships with adults, who are good role models for them. Older children help and support the youngest children, for example, helping them fasten their coats and pouring drinks for them. Children of all ages form firm friendships that significantly promote their happiness and the development of social skills.

Staff have a good understanding of children's learning requirements and provide a wide range of activities to promote them. Some observations are completed and these are used to help inform future planning. Children communicate well when staff join them in activities. Staff respect children's choices and decisions as they play and are mindful of the need to offer them time to relax outside of school hours. Children who prefer to be active are also supported as they have daily opportunities to play outdoors using a range of equipment to promote their physical development. They also enthusiastically engage in activities indoors, such as zumba. Children demonstrate an increasing understanding of number as they fit the foam numerals together so they can play hopscotch. They are skilful with technology, using equipment such as laptops and games consoles confidently.

Children enjoy the nutritious foods made for them at the club. They all sit together to eat and this is a happy, social time. They show a good understanding of healthy eating and make healthy choices. For example, choosing fruit at snack time. They follow good hygiene routines, such as hand washing, and know to get a drink of water when they are thirsty.

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	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	3

The quality of the provision in the Early Years Foundation Stage

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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:

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 (Safeguarding and promoting children's welfare). 24/05/2012

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 (Safeguarding and promoting children's welfare). 24/05/2012