

Poppleton Road Out Of School Club

Inspection report for early years provision

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Inspector Sheila Iwaskow

Setting address The Annexe, Poppleton Road Primary School, Poppleton Road, York, North Yorkshire, YO26 4UP

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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

Poppleton Road Out of School Club is managed by a voluntary committee. It was registered in 1997 and operates from an annexe building at Poppleton Road Primary School which is situated near to York city centre. There is a fully enclosed area available for outdoor play. A maximum of 30 children under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 14 years. Children from the host school attend. The setting is open from 7.45am to 9am and from 3.15pm to 6pm, Monday to Friday during term time. During school holidays the setting operates from 7.30m to 6pm, Monday to Friday.

There are currently 107 children on roll, of these 60 are under eight years and of these nine are within the early years age group. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff who work directly with the children. Of these, two hold a qualification at level 3 in play work and five hold a qualification at level 2 in play work. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and thoroughly enjoy the time that they spend at this warm and inclusive setting. Staff are well qualified, kind and respect the uniqueness of each child. Children benefit from a worthwhile range of exciting activities which promote most areas of their learning and development well. Overall, relationships with parents and carers are developing well, helping to promote security and consistency in children's lives. Staff reflect on their practice as part of the ongoing and effective process to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to further develop their self-help skills at snack time for example, by serving their own food and pouring their own drinks
- build on existing good practice by providing opportunities for parents to contribute to their children's learning and development records.

The effectiveness of leadership and management of the early years provision

Procedures to safeguard the welfare of children are well developed. Effective systems are in place for the vetting, recruitment and induction of staff. Consequently, children are cared for by adults who are suitably qualified and experienced. Staff have a good awareness of the indicators of abuse and neglect. They undertake regular training, ensuring that are fully aware of procedures to follow if they have a professional concern about a child. Comprehensive risk assessments are in place ensuring children are cared for in a safe and secure environment. Documentation is well organised and all essential records are in place. Policies are reviewed on a regular basis and confidentiality is respected.

Equality and diversity is well promoted within the setting and staff have a good understanding of the differing learning styles of girls and boys. Close attention is paid to ensure that the individual needs of children with special educational needs and/or disabilities are met. Staff are fully committed to improving the quality of the setting. Strong emphasis is put on training to ensure that staff's knowledge and skills are kept up-to-date. On-going systems of self-evaluation incorporate the views of staff, parents and carers, children and other professionals. The recommendation made at the last inspection has been fully implemented, improving outcomes for children.

Parents and carers are provided with good quality information about the setting. Some parents take an active role in the running of the setting as committee members and contribute to key decision making. Verbal feedback at the end of the day keep parents well informed about their children's welfare and learning. However, parents are not invited to contribute to their children's learning and development records. This prevents them taking a more active part in their children's learning. The setting works well with the host school and other agencies to promote children's care, learning and well-being.

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

The setting has worked hard to make the learning environment aesthetically pleasing to all children. The environment is rich with print and murals, helping to develop children's awareness of words, letters and numbers. Resources are of good quality and accessible allowing children to engage in independent play. Children's interests are incorporated into planning and there is a good balance of child-initiated and adult-directed play.

Children have a positive attitude to learning and are secure with the routines that operate within the setting. For example, younger children are escorted safely from the host school, enter the building, hang up their coats and wash their hands ready to eat. Conversation flows freely as children build models and make patterns using beads. Books are available to help develop children's love of reading and writing materials are readily available throughout the setting to encourage

handwriting skills. Children's behaviour is good and they relate well to adults and their peers. Mathematical concepts are incorporated well into the daily routine as children identify colours, count in sequence and problem solve as they play. Effective use is made of the local area giving children who attend in the school holidays a breadth of opportunities. For instance, they visit the wild life parks, a local forest and farm. Play resources and displays effectively reflect the wider world and children enjoy celebrating a good range of cultural festivals. As a result, children are beginning to appreciate the diversity of the world in which they live. A large number of computers are in place to help develop children's awareness of information and communication and technology. A wide range of creative opportunities, using a variety of media, support children well to develop their artistic talents. Such positive experiences help children in develop skills for the future.

Physical play is well promoted. A broad range of opportunities outdoors are available to encourage children to develop all aspects of their physical skills. Children are well nourished and snack time is a relaxed social occasion. However, opportunities for children to develop their self-help skills by serving their own food and drink are less well developed. Gentle reminders to children from staff not to run around indoors and practicing fire evacuation procedures regularly teaches children about keeping themselves safe.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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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	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	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