

REACH Out of School Club

Inspection report for early years provision

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Inspector

Ingrid Szczerban

Setting address

Rowley Junior Infant & Nursery School, Rowley Lane,
Lepton, Huddersfield, HD8 0JD

Telephone number

07977 296090

Email

maryjm59@hotmail.com

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

Reach Out of School Club was opened in 2002 and re-registered in 2007. The club operates within Rowley Junior, Infant & Nursery School, in Lepton, Huddersfield. It provides care for children before and after school and during school holidays, serving the local community and children from the school. The club is presently in temporary accommodation on the same premises but in a different part of the school. They currently use three first floor rooms and the school's outside play areas. Access for parents is via the side door, to the left of the main reception entrance.

A maximum number of 66 children may attend at any one time and there are currently 90 children on roll. Children between the ages of three and eleven may attend. There are currently 10 children in the early years age range. This provision is registered by Ofsted on the Early Years Register, and both the compulsory and the voluntary part of the Childcare Register.

Opening times are each weekday from 7.50am to 9am and from 3.30pm to 6pm, during term time, and during school holidays from 8am to 5.30pm. Eight part time members of staff work with the children, seven hold level 3 childcare qualifications and one has a level two qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

There are robust systems in place to promote the welfare needs of children and predominantly good attention is given to meeting their learning and development requirements. Children take part in a wide range of activities and make good progress in all areas of learning. Relationships with parents, carers, and links with external agencies, are good. Inclusive practice is promoted well and children are valued and respected as individuals. The provider assesses the effectiveness of the setting well and accurately identifies areas for improvement. A good capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

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

- promote further children's ability to make decisions for instance by involving them in planning the weekly activities.

The effectiveness of leadership and management of the early years provision

Robust safeguarding procedures and practices ensure that children are well protected. All staff are vetted, the majority have undergone training in safeguarding children and hold current first aid certificates. All visitors are recorded and risk assessments are effectively implemented. Security procedures are considered well to ensure that children remain safe. For instance, the staff collect early years children from their classrooms and escort them to the club. When children play out the staff are strategically placed to monitor anyone using the side gate. Systems in place to keep children healthy are good. The rooms are clean and well maintained. Good hygiene practice is followed by children in bathrooms and by staff they when prepare and serve food. Children rub their hands with anti-bacterial gel before eating. Documentation is used effectively to promote children's welfare. All necessary written consents are obtained from parents, accidents occurring in the club are recorded well, and parents countersign the entries to confirm that they have been informed.

The staff are well deployed to meet the needs of children. Children can safely and independently choose their toys and games which are stored at their height. All resources used by children are of good quality, suitably challenging and appropriate to their ages and stages of development. The location of the rooms temporarily used prevents children from having free access to outdoors. They must wait until staff are ready to take them out, but this is not long. Inclusive practice is promoted well and children are valued and respected as individuals. Children are invited to introductory sessions with their parents or carers before they begin so that the staff can get to know them and meet their key person.

The provider assesses the effectiveness of the setting well and accurately identifies areas for improvement. The whole of the staff team, parents and children are involved in the evaluation process. At the request of the children additional coat hooks were provided for them. Drainage and lighting on pathways was improved within the school grounds to reduce the risk of accidents. Parents request to pay online were granted and a suitable system was set up by the manager. The recommendations made at the last inspection are fully implemented. Safeguarding documentation now includes all required elements and all parental consents are signed.

Parents and carers are warmly welcomed into the setting and in questionnaires they speak highly of the staff and the service provided. They say 'we struck gold when we found Reach Out of School Club for our child.' Many methods are used to keep parents well informed about the service and these reflect the provider's commitment to sustainability. Daily chats, emails, text messages, notice board and an emailed newsletter each term. Partnership working with school and with other out of school clubs in the area is good. Good links are established with the school and are used effectively to compliment children's learning between the settings. For instance, the children have use of the school's outdoor play areas and teachers talk with the out-of-school staff regularly. The owner of the club set up and chairs the out of school forum in the area she meets and visits other providers to share

ideas and good practice.

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

The children make good progress in their learning and development and there are suitable systems in place to ensure that the six learning areas are consistently covered. Observation and assessment records are made by the children's key person. These include what children are interested in and what they are learning. Information is gathered from parents before children start about their child's interests and any health needs. Children's meetings are held each term to seek their views about the service. Weekly plans of activities are made by the staff; though children are not directly involved in this process, the staff take good account of their interests through observations and discussions. Children spoken with at the time of the inspection say they would like to help with planning. Play is spontaneous and child-led and adults support them well.

Effective practices are employed to ensure that children learn how to keep themselves safe. They learn about fire safety because the drill is practised on a regular basis. The staff teach children how to use equipment safely and the children know the rules for outdoor play. Healthy active lifestyles are promoted well. The children have plenty of fruit and vegetables to eat. Children are also provided with a choice of non-sugary drinks and fresh drinking water is available at all times. The children love to be outdoors. They play ball games and ride wheeled toys with good skill and coordination.

Children use the well-stocked outdoor storage facility to gather items for spontaneous imaginative play. With support from an adult they use crates and a cover to build a den which they fill with blankets chairs and pretend kitchen furniture. One of the children selects some large pebbles saying 'we're having jacket potatoes', when asked how many people she is cooking for she says 112! As well as developing creative skills this also promotes children's ability count and problem solve.

Children are confident communicators and are literate. They talk about what they are doing and recall past events. They read books and use chalk to write on the ground outside. They have friends they like to be with and have good relationships with the staff. The early years children have a good sense of belonging in the setting. They have designated places to eat at the table with named place mats and adult support, so they are not overwhelmed by the presence of the older children. All children are happy and well-behaved. Children learn well how to value their own customs and cultures and those of others. Many festivals from around the world are celebrated and foods associated with these are provided. The resources used by children reflect all aspects of diversity and they are interested to learn about other ways of life. They also learn well about nature. They planted bulbs in containers last year which are now flowering; (daffodils, primroses and tulips) take pride of place outside the main entrance.

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