

Guisborough Out of School Club Ltd

Inspection report for early years provision

Unique reference number	EY335044
Inspection date	23/05/2012
Inspector	Kathleen Snowdon

Setting address	Highcliffe Primary School, Hutton Lane, GUISBOROUGH, Cleveland, TS14 8AA
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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).

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

Guisborough Out of School Club Limited is privately owned and managed. The setting was registered in 2006 and operates from self-contained units in the grounds of Highcliffe Primary School in Guisborough, Cleveland. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 49 children aged from birth to under eight years may attend at any one time. There are 137 children on roll. Of these, 71 are under eight years and of these, 26 are within the early years age group. None of the children are in receipt of funding for early education.

The setting is open Monday to Friday, from 7am to 6pm all year round. Currently, it offers wrap around and before and after school care for children aged from three to under five years. Children aged over eight attend also. Holiday club provision operates Monday to Friday from 7am to 6pm. All the children have access to a fully enclosed outdoor play area. The children on roll attend the host school and two other schools in the local community.

There are eight members of staff. Of these, four hold early years qualifications at level 3, three hold early years qualifications at level two and one holds Early Years Professional Status. The setting receives advice and guidance from the local authority and supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's progress is tracked effectively and staff have very good understanding of children's individual needs. As a result, children make exceptional progress, are highly independent and develop strong skills for the future. The setting is fully inclusive and welcomes children and families warmly. Parents and carers are highly valued, although parental information is not always used to contribute to children's individual learning files. Recommendations made at the last inspection have been fully addressed and self-evaluation and partnership working are effective. As a result, the settings capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop children's 'learning journey' files to include ongoing information from parents about children's achievements.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as their ongoing security and wellbeing is given high priority. Rigorous recruitment procedures ensure that staff are vetted to determine their suitability to work with children. Staff are fully aware of the signs and symptoms that indicate abuse. They talk confidently about passing on concerns and conduct thorough risk assessments to minimise accidents. This is complemented by effective maintenance routines that keep the wide range of resources in good condition. Very well organised records underpin the efficient way in which the setting operates. As well as this, staff teach children how to stay safe. For example, they practice road safety in a mini road system in the outdoor area.

Partnership working is good. Staff work effectively with the host school and other schools the children attend. They also liaise with other agencies to ensure that the needs of individual children are met as fully as possible. This reflects the inclusive approach staff take as does the clear equal opportunities statement. Equality and diversity are well promoted and children learn respect and about the world around them. Partnership with parents and carers is similarly good. Parents report that they find staff friendly and supportive. They particularly appreciate the flexible care the setting offers and they say that their children are very happy there. However, parents do not yet fully contribute to children's 'learning journey' files.

Self-evaluation is good. Staff are highly committed and very enthusiastic about their work. They reflect on their practice and undertake relevant training to keep their professional knowledge up to date. Recent courses include first aid, safeguarding and health and safety. Staff are motivated and they work well as a team. They have very clear ideas about future development and accurately identify areas for improvement. Staff place the children at the heart of what they do. As a result, children feel safe, secure and receptive to new experiences.

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

Staff work with parents, carers and other professionals to establish children's starting points and abilities. Children's progress is tracked in 'learning journey' files. However, these contain very little ongoing information from parents and carers about what children are doing at home. Nevertheless, children make outstanding progress towards the early learning goals.

Staff observe and assess the children and use the information to plan exciting and worthwhile activities that cover all areas of learning. All play areas are very well defined and well resourced. This offers children lots of choice and very good opportunity to pursue their own interests. As a result, the children are very closely engaged in and focussed on their chosen activity. This improves their concentration and encourages them to become active and independent learners.

In the lovely outdoor play area, children paint fences, grow flowers, herbs and vegetables and climb trees. They cook and bake using apples that grow on the

trees and they relish water play, particularly hosing down paving stones and furniture. These fun activities give the children huge scope to be carefree and enjoy themselves. There are excellent opportunities for the children to increase their knowledge and understanding of the world. They love watching visiting wildlife, like birds and field mice, and they are fascinated by the resident pet snake. These experiences allow the children to make first hand observations of nature.

Children enjoy quieter activities too. They look at good quality books and they listen intently to a well told story, which encourages their literacy development. They have very close and secure relationships with staff. Imaginative and effective behaviour management techniques help children to behave well. Consequently, they have effective personal and social skills. This enables them to mix easily with others, exemplified when they play with and alongside children of different abilities. This in turn helps them to understand and respect diversity. The children also enjoy singing, especially action and number songs, which support their creative and mathematical development.

Good regard is also paid to the children's physical development. They eat appetising and nutritious meals and snacks, which encourage the development of healthy tastes and preferences. The children have good awareness of the importance of good hygiene. For example, before eating they remind their peers that they need to wash their hands. The policy for sick children helps to contain the spread of infection and illnesses while the excellent scope for outdoor play ensures that the children have lots of fresh air and exercise. Collectively, these very positive experiences give children a good start in life and help them to develop important skills for the future.

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	1
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	1
The extent to which children develop skills for the future	1

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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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