

S4YC Out Of School Club (Parkgate)

Inspection report for early years provision

Unique reference number EY435673
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Inspector Jean Thomas

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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

S4YC Out of School Club (Parkgate) was registered in 2011. It operates from designated areas within Parkgate Primary School in Parkgate, Cheshire, and is one of 11 provisions owned and managed by an individual provider. The club is accessible to all children and there is an enclosed area for outdoor play.

The club opens Monday to Friday for 51 weeks a year from 7.45am until 8.50am and 3.10pm to 6pm in term time and from 8am to 6pm during school holidays. Children attend a variety of sessions. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 32 children under eight years at any one time, of whom 16 may be in the early years age range. There are currently seven children on roll who are within this age group. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs three members of staff to work with the children, all of whom hold a relevant early years or playwork qualification at level 3. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming and inclusive environment to ensure all children are happy and enjoy themselves as they play and learn. The club is well organised to allow children to relax and determine the direction of their play after a busy day at school. This contributes to them making good progress in their learning and development. Partnerships with parents and other professionals are a strength of the provision and are effective in promoting continuity in the children's care and progression. Self-evaluation processes are in place to promote continuous improvement. However, inconsistencies in meeting a legal requirement have not been identified and staff involvement to reflect on practice is limited.

What steps need to be taken to improve provision further?

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

- ensure a daily record of children's hours of attendance is maintained (Documentation). (also applies to both parts of the Childcare Register) 05/06/2012

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

- develop further systems to promote parental contribution to the children's learning records and use observations more effectively to plan to support

- each child's progress
- develop further the use of reflective practice to involve staff in the self-evaluation process to identify strengths and priorities for development that will continuously improve the quality of the provision.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through staff's good knowledge of child protection issues and of the procedures to follow to protect children from harm. Robust recruitment procedures are in place to determine the suitability of applicants to work with children. The deployment of staff ensures they are involved in children's activities and maintain effective supervision. Children are further protected as risk assessments are in place and daily safety checks are conducted. Overall, the regulatory documentation is maintained for the safe and effective management of the provision. However, inconsistencies identified in the recording of the children's daily hours of attendance are a breach of a legal requirement.

The provider is committed to the continuous improvement of the provision. Staff have undertaken training, including an Early Years Foundation Stage course specifically for out of school provisions. As a result of this training, staff have reorganised the layout of the resources to help maximise children's development and enjoyment. There are good arrangements to obtain parents' views, and responses from parents show they are very pleased with what is provided for their children. The views of children are also sought on a continual basis, both formally and informally. This information feeds effectively into modifying the provision. However, the self-evaluation process does not involve staff input to reflect on practice and prioritise the targets for future improvement. Staff work well together, knowing their roles and responsibilities for the session. As a result, sessions run smoothly, which helps the children feel at ease. In this relaxed and friendly atmosphere, children confidently make their decisions in play from a good range of resources available. Staff are committed in following the club's equal opportunity policy; consequently, children enjoy the full range of activities and resources. Sustainability is promoted through the staff's understanding of the need to be resourceful and not to waste materials. This awareness is shared with the children, who are encouraged to be respectful of the equipment and use recycled items in their activities.

Good partnerships are developed with parents. Key persons work with them to obtain a thorough understanding of each child's needs and interests. They use this information to help ensure that their individual needs are consistently met. Parents are kept well informed about the organisation of the provision and the planned activities. They enter the main playroom to collect the children and can observe them in their play. The children's learning journals are accessible to parents at any time. However, they are not invited to contribute to the observation and assessment process to further enhance the partnership in their child's learning and development. Good communication procedures with the host school teachers support children's progression.

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

The warm relationship between children and staff means that the children are happy and relaxed. The staff's clear understanding of children's needs after a busy day at school and the planning mean that children are offered well-balanced opportunities to have fun and participate in a range of activities that support their learning and development. This is underpinned by staff's knowledge of the Early Years Foundation Stage and their commitment to including children's interests in the planning. The key persons complete regular observations on the children and assess their stage of development. However, these are not being used to best effect to plan children's individual next steps to complement their experiences in the school.

Children are confident communicators and there is lively conversation between themselves and with staff. They talk about their plans and events of their day. The children quickly settle into activities. They use role play materials and wear dressing-up clothes in imaginative play. This involves using problem-solving skills as they move the resources to fit into their desired area in the play room. A group of children concentrate intently on building construction blocks to their own design. At the art and craft table resources are available for children to make turtle masks. As they paint and design their masks they ask staff questions to develop their knowledge about the natural world. Effective use is made of the outdoor area. Nature hunts organised in the school's wooded area give children opportunities to explore and investigate. Children incorporate the natural features into their play, such as using bushes to make dens.

Outstanding opportunities are in place for children to engage in a wide and varied range of physical activities and to develop their understanding of healthy eating to form lifelong habits. They are exuberant in their play and thoroughly enjoy being energetic as they run, chase each other and dance. Water and juice are available at all times and children respond to their bodily needs as they drink when thirsty. Children follow health and safety procedures without prompts from staff, such as placing used cups into the designated container to help prevent the spread of infection. Children benefit from a nutritionally balanced diet. In addition to the breakfast and after school snack provided, fruit is accessible throughout the session so children learn to enjoy healthy options to satisfy their hunger. Children are involved in fun activities to further enhance their interest and understanding of healthy eating, such as food preparation and food tasting. Children's behaviour is good. The differing ages of children play cooperatively together and they clearly enjoy each other's company. Staff are positive role models, showing children respect in all they do and say. All the children make a positive contribution to the setting through being involved in the decision making and taking responsibility for their environment. Consequently, they are developing 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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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 (Records to be kept). 05/06/2012

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 (Records to be kept). 05/06/2012