

The Planet Club

Inspection report for early years provision

Unique reference number 309761
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Inspector Eileen Rigby

Setting address Thornton Primary School, Heys Street, Thornton-Cleveleys,
Lancashire, FY5 4JP

Telephone number 01253 821 128

Email

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

The Planet Club registered in 1998 and is run by a committee. It operates from the Planet Club Room, ICT Suite, Library, music classroom and school hall, within Thornton Community Primary School in Thornton, Cleveleys. Children have access to a secure, enclosed outdoor area. The club is open Monday to Friday from 7.30am to 8.55am and from 3.15pm to 5.45pm during term time only.

A maximum of 32 children aged from three years to under eight years may attend the club at any one time. The club currently accepts children from four years to under eight years. The club also provides care for children from eight years to under 11 years. There are currently 46 children on roll; 22 are under eight years, of whom five are in the early years age group. The setting is registered on The Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

There are six members of staff who work directly with children. Of those, two hold a qualification at level 3 in play work, two hold a qualification at level 2 in play work and two hold a relevant early years qualification at level 3.

The club receives support from the local authority and is a member of '4 Children' group and Out of School Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are sociable and relaxed in this pleasant and spacious environment where they develop into effective and confident communicators. Children's independence on the whole, is fostered well in this inclusive setting as they partake in self-chosen activities reflecting their interests and which meet their individual developmental needs. An effective system of self-evaluation and reflective practice ensures the setting maintains a good capacity for continuous improvement. Well structured policies and procedures safeguard children and promote their welfare although times of children's departure are not consistently maintained as required by the Early Years Foundation Stage. Children make good progress in their learning and development and this is further enhanced by a good partnership and links with school and on going effective engagement with parents and carers.

What steps need to be taken to improve provision further?

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

- ensure the daily record of children's hours of attendance is consistently maintained.

04/06/2012

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

- improve procedures for children to seek to do things for themselves, such as pouring their own drinks thereby enhancing their independence.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of safeguarding procedures. They understand the process to follow if they have any concerns and they know their on going responsibility to keep children safe. Policies and procedures accurately reflect current Local Safeguarding Children Board guidelines. Effective systems for recruitment, interview and vetting procedures are followed to establish staff's suitability to work with children. Thorough annual and daily risk assessments maintain a safe and secure environment, however, children's time of departure is not consistently recorded as required by the Early Years Foundation Stage.

Children flourish through the effective deployment of staff, excellent use of space and access to good quality resources, equipment and furniture. The setting promotes equality and diversity well through a wide range of resources depicting positive images of gender, ethnicity and disabilities. Children's understanding of the wider world is fostered well through a variety of experiences and visitors. For example, a visit from the police has benefited the children's understanding of road safety. A detailed self-evaluation system and well embedded and on going reflective practice works well, as the leaders and managers draw on a full range of quality improvement tools. For example, they are part of a local authority cluster scheme, which keeps them updated on current policies and practice. This demonstrates the setting's commitment to maintain and improve practice and provision. Improvements since the last inspection have impacted positively on children's continued health and safety.

Parents and carers are warmly welcomed into the setting and information is exchanged daily. An informative notice board gives parents useful and current information on the setting's plans and policies. Strong links with local authority and external services has enriched children's learning experiences, for example, the provision of climbing and balancing equipment has extended outdoor provision. Links with other agencies and professionals to meet the needs of children with additional needs are good. Children's transitions into school and back to the club are seamless because they know and trust staff well.

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

Children are confident and secure in their surroundings and relationships with adults and peers are well established. An assortment of age-appropriate activities ensure children are fully engaged and motivated to learn. Staff are enthusiastic and friendly, they ask relevant and open-ended questions and are good listeners.

Children's communication, language and literacy skills are developed through a wide range of books, writing equipment and clearly labelled displays. A quiet, comfortable area is available both indoors and outdoor for children who wish to rest or relax. Children enjoy access to games consoles encouraging physical activities and computer programmes, which further develop literacy and numeracy skills. The outdoor environment offers large sized traditional board games, wheeled toys and construction equipment presenting varied opportunities for learning and development. An assortment of art and craft activities, musical instruments and role play resources nurtures children's creativity. Samples of children's creations are displayed effectively throughout the setting giving them a sense of achievement and belonging.

Effective deployment of staff and resources allows children to easily select equipment and use the environment independently. Staff demonstrate a consistent and sensitive approach to behaviour management and are good role models. This ensures children understand boundaries and rules and encourages them to develop strategies to manage conflict through a process of negotiation. These strategies help children develop good skills for the future.

Snack time is a social occasion where children exchange news and stories. Children display an understanding of how healthy eating, good dental hygiene and the importance of physical activity help to achieve a healthy lifestyle. Children are polite and helpful to each other and assist the tidying up process and manage their own personal hygiene very well. However, opportunities for children to become more independent at meal times are less well developed. Children learn to understand how to stay safe as they practise the procedures to follow in an emergency and are aware of rules for the safe use of equipment.

The extent to which children make a positive contribution to the setting is well supported. Children's individuality is fostered well as they contribute to the planning process where their opinions are valued and considered. Staff help children to reach their full potential by using their knowledge of individual children to plan appropriate activities. Staff use effectively the space and equipment to support children's development towards the early learning goals.

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