

Luddendenfoot Out of School Club

Inspection report for early years provision

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Inspector Mr Rasmik Parmar

Setting address Luddendenfoot Junior & Infant School, Burnley Road,
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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

Luddendenfoot Out of School Club is run by a voluntary non-profit making committee. It was registered in 2001 and operates from one main room within Luddendenfoot Junior and Infant School in Luddendenfoot, Halifax, West Yorkshire. Children have access to an enclosed outdoor play area. The setting is open Monday to Friday from 7.30 am to 9am and 3.30 pm to 6pm, term time only and serves the local community.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are 40 children on roll, of whom none at present are in the early years age range.

There are four members on the staff team, of whom three hold appropriate qualifications in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making satisfactory progress in their learning and development. They are happy and settled and enjoy a range of fun play activities that meet their individual interests and capabilities. They are safe and secure at all times and enjoy exploring the available resources both indoors and outdoors. Systems in place to monitor and evaluate the provision are in the early stages to support continuous improvement for better outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further resources to more fully promote all aspects of diversity with emphasis on multi-culture and additional needs
- develop links with other providers where children attend more than one setting to ensure coherence in children's learning and development
- promote a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of how to safeguard children and the procedures to follow if they have a concern about a child's welfare. Detailed policies and procedures support the smooth running of the setting. These include clear

recruitment and vetting procedures to ensure that staff are suitable to work with children. A comprehensive range of risk assessments for all areas including the outdoor area are carried out and effectively support children's safety. Emergency evacuation plans are in place and regularly practised with children. There are good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The child-friendly environment is suitably organised with a sufficient variety of resources set out for children in the single playroom and children are freely able to access all resources independently. Staff demonstrate a positive attitude to inclusion. Children are provided with experiences and support which supports them to develop a positive sense of themselves and others. Children celebrate cultural festivals from around the world, such as Chinese New Year as part of broadening their awareness of the wider world. However, resources do not fully promote inclusion with regards to multi-culture and additional needs.

Staff are aware of the benefits of partnerships and work closely with parents to ensure each child's individual needs are met. They develop friendly relationships with parents who learn about the provision through regular discussions with staff and by reading the policies and procedures. Parents are also kept informed about the setting through regular newsletters. Close relationships are developed with teachers from the host school to ensure basic needs of each child are known. However, staff are not aware that they should share information about children's learning and development with the host school to ensure continuity and coherency in children's learning and development.

Although staff meetings help to maintain the setting and the local authority offer support, systems in place to monitor and evaluate the provision are in the early stages to support continuous improvement for better outcomes for children.

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

Children's learning and development is suitably promoted. Children value the relaxed friendly atmosphere where staff clearly promote a homely feeling. Staff create an environment where children have choice. A varied and interesting range of play opportunities and activities are provided for all children. Successful planning and careful observation and assessment of children's learning and development are maintained for all children. In general, activities complement those children participate at school and sufficiently help to continue their development and learning.

Effective steps are taken to promote children's good health and well-being. Healthy eating is promoted well as children access a good range of healthy foods for breakfast and tea time, such as, cereals, toast, a selection of fruit, sandwiches and breadsticks with a variety of dips. Drinking water is readily available, ensuring that they remain hydrated. Children are independent in their personal hygiene as they wash their hands at appropriate times, especially before eating.

Children are presented with purposeful and practical experiences within the provision to promote their understanding of personal safety. The organisation of available space ensures children's personal safety and well-being at all times. Staff are vigilant in enabling children to keep themselves safe, such as reminding them to listen to instructions and enabling children to establish their own boundary lines. Fire evacuation plans are in place and children take part in regular fire drills.

Children show confidence as choose their own activities from those set out or look after their personal care. They link up with others and develop friendships as they play. Staff interact with children throughout their activities, encouraging them to communicate and be confident when expressing themselves. Children develop their creative ideas as they role play and play with a variety of games, or participate in arts and crafts activities. They have access to a computer and educational games to promote their learning. Children have good opportunities for energetic play with bats, balls and games to promote their health and well-being in the outdoor area.

Children have warm and caring relationships with the staff who raise children's self-esteem by frequently providing positive support, praise and encouragement for their efforts and achievements. Children are well behaved and any challenging behaviour is dealt with swiftly in a calm, firm but fair manner. Staff encourage children to play cooperatively and this helps them to build relationships and develop the necessary social skills for their 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
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