

Caunton Out of School Club

Inspection report for early years provision

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Inspection date

09/05/2012

Inspector

Parm Sansoyer

Setting address

Dean Hole Primary School, Manor Road, Caunton, Newark,
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Telephone number

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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

Caunton Out of School Club is managed by a voluntary committee and was registered in October 2000. It operates from Dean Hole Primary School in Newark, Nottinghamshire. The club have access to the village room, hall, library, toilet facilities, kitchen and school playing field. All children currently attending are pupils from the host school, although the club is open to the neighbouring village schools.

The club is registered to care for a maximum 16 children from two years to under eight years, at any one time. They currently provide care for children up to the age of 11 years. There are currently 38 children on roll, of whom, 21 are under eight years and of these, six children are in the early years age group. The club is open during the school term, each weekday from 8am to 9am and from 3.30pm to 5.30pm Monday to Thursday and from 3.30pm to 5pm on a Friday. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are four members of staff employed to work with the children. Of these, two hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a familiar environment and are cared for by staff who are attentive, warm and friendly. Children enjoy their time at the club and access a broad range of resources to support their achievement and enjoyment. Safeguarding regulations are met in relation to child protection, although some staff do not have an up-to-date understanding of safeguarding issues. There are appropriate systems in place to secure the children's safety and welfare, although the written risk assessment is not sufficiently detailed. Partnerships with the host school are good and help to meet the children's individual needs. The developing self-evaluation system identifies some of the strengths and areas for improvement, although some legal requirements have not been identified and met.

What steps need to be taken to improve provision further?

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

- improve the record of risk assessment so that it includes all aspects of the environment that need to be checked 23/05/2012
- ensure there is a named deputy who is responsible to take charge in the absence of the manager. 23/05/2012

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

- develop further all staff's understanding of up-to-date safeguarding issues
- extend further the systems for continued self-evaluation and include more fully the whole staff team and parents are carers, to help support quality and extend practice and improve outcomes for children.

The effectiveness of leadership and management of the early years provision

There are clear policies and procedures in place to ensure the safeguarding and welfare of children. Including an effective safeguarding children policy, that includes the procedure to follow in the event of an allegation being made against a member of staff. However, some staff do not have an up-to-date understanding of safeguarding issues. All adults caring for children are suitably vetted, inducted and qualified with clear roles and responsibilities, which contributes to the smooth running of the setting. However, due to recent staff changes there is not a named deputy who is able to take charge in the absence of the manager. This is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. Staff supervise the children well and take positive steps to ensure all hazards to children are kept to a minimum. Consequently, children can move freely and safely both indoors and outdoors. However, the written risk assessment does not fully include all aspects of the environment that need to be checked. This is a specific legal requirement of the Statutory Framework for the Early Years Foundation Stage, which has not been met. All other required records, policies and procedures have been recently reviewed and updated to help secure children's health, welfare and safety.

Partnerships with parents and carers are developing. Parents receive sufficient information about the early years provision and its policies. They are kept appropriately up-to-date through regular discussions and written notices about their children's time at the club. Effective links with the host school, including the sharing of information about the children's individual care needs and education, help support a smooth transition to the club. Staff know the children well and plan carefully for their individual needs, likes and interests. Therefore, all children receive enjoyable and challenging learning experiences. All children benefit from a broad range of resources and a good balance of adult led, freely chosen and child-initiated activities.

Self-evaluation is largely undertaken by the committee members. In particular, it accurately identifies many of the strengths and areas for improvement in relation to the children's enjoyment and achievement, resulting in good outcomes in this area. However, although overall it is based on appropriate levels of monitoring and analysis rigour is sometimes uneven in relation to promoting the children safety and welfare. Consequently, some areas for improvement have not been identified and some specific legal requirements not met. All recommendations from the previous inspection have been fully addressed and therefore the club shows a satisfactory capacity for continuous improvement.

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

Promoting the children's personal, social and emotional development and the extent to which children make a positive contribution are a clear focus and strength of the club. Children have very positive relationships with the staff and this clearly contributes to the children's social and emotional health and wellbeing. Children show good levels of involvement in their play and staff respond well to the children's spontaneous requests, which means their play and learning is supported well.

The relaxed approach at the club and opportunities for children to decide how to invest their curiosity through mostly playing spontaneously, compliments the school day well. Consequently, children enjoy their time at the club. Children benefit greatly from being outdoors. They thoroughly enjoy the opportunity to use the outdoor play areas and the challenging range of fixed play equipment.

Children spontaneously interact with adults, who engage them well in conversation during their play about what they are doing and how they are feeling. Many children freely choose to paint, colour, draw and write. A comfortable area with a varied selection of books is available for children who wish to relax and play quietly.

Children are beginning to problem solve, count, sort and match as they build with construction toys, use puzzles and games. Their knowledge and understanding of the world is supported well. They have many good first hand experiences to learn about the natural world as they use the school allotment to grow a variety of vegetables and flowers. Children have good opportunities to get involved in baking and cooking, for example, through a six weekly course which is thoroughly enjoyed and well attended. Children are introduced to other cultures through celebrating various festivals from around the world. They also make good use of the computer and laptops to support their play and learning.

Arts and crafts activities are popular with the children and are made freely available each day. For example, many children develop their creativity through making collage, models, cards and painting. Children use role play resources and small world toys such as the farm, figures, cars and dolls house to increase their imagination. Children especially enjoy the freedom to play their own imaginary games and fantasy play throughout the session.

The extent to which children develop healthy lifestyles is satisfactory. There are appropriate hygiene practices in place to prevent the spread of infection. Children receive a varied snack, which incorporates some healthy options such as fresh fruits. Children begin to learn to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. Children learn to behave well, join in and make friends and develop good skills for the future as they become creative learners

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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