

# Start Right Out of School Club

Inspection report for early years provision

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**Unique reference number** EY437609  
**Inspection date** 03/05/2012  
**Inspector** Bernadette Cooley

**Setting address** Barrowby Sports Pavillion, The Low Fields, Low Road,  
Barrowby, Grantham, Lincolnshire, NG32 1DJ  
**Telephone number** 01476 577115  
**Email** info@startrightnursery.co.uk  
**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

Start Right Out of School Club opened in 2008 and re-registered in September 2011. It operates from Barrowby Sports Pavilion in the village of Barrowby, Lincolnshire. The club has access to one large room, dining area, along with an entrance lobby, kitchen and toilet facilities. There is a fully enclosed outdoor area.

The club is registered by Ofsted on the Early Years Register and both the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 32 children aged from three to eight years. The club also provides care for children over the age of eight years. There are currently six on roll in the early years age range. The club supports children with special educational needs and/or disabilities. It serves families from the local community and surrounding areas.

The club is open during school term times only. Opening times are 7.45am to 9am before school and from 3pm to 6pm after school. Children are able to attend for a variety of sessions each week, depending on the individual requirements of each family. There are five regular members of staff employed to work with the children, four of whom hold an appropriate early years qualification. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and enjoy their time at the club. They form good relationships with the staff, who have built up a good overall understanding of each child's individual needs and interests. Children's learning and development needs are met successfully because of the good partnerships between providers, parents and others involved in the children's care and learning. Children are provided with a variety of activities and resources after a busy day at school and opportunities for rest and relaxation are also provided. However, the outside space is not always used to its full potential. The club demonstrates a positive approach to self-evaluation. This ensures a good capacity to make continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop the use of the outside area to provide more opportunities across the six areas of learning
- develop self-evaluation procedures to identify areas for development and include all the club's users
- implement systems of observation and assessment that link more effectively with the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected in the club because staff have a good understanding of safeguarding procedures. Recruitment and vetting procedures are strong, with robust induction and appraisal systems in place. Safety measures within the club are good. For example, the premises are secure and effective systems for monitoring visitors are in place. Staff are deployed well, which enables good interaction with children. Children are supervised closely at all times. All documents and records required for the safe and efficient management of the provision are in place. Risk assessments are comprehensive across the club and daily visual checks are carried out to ensure that children play in a safe and suitable environment. A number of staff have additional posts of responsibility and have completed training in these specific areas. The staff team work well together and relevant information from training is shared with other staff members. This ensures that the staff team work to a common purpose, which benefits the provision and outcomes for children. Although there have been recent changes to the ownership and management of the club, there are many good practices in place, which impact positively on outcomes for children. Children, therefore, make good progress in their learning and overall development.

The club offers an inclusive and welcoming environment. Staff ensure that all children have equal access to the variety of activities provided and diversity is celebrated. Staff are mindful of adapting activities to support a range of children's abilities and interests. There are suitable systems in place to support children with special educational needs and/or disabilities. Resources are of good quality and are organised to encourage the children to self-select and make independent choices. Children's involvement is encouraged and they use a planning board and photographs to request particular activities. Planning documents show how activities meet the learning and development requirements. Learning journals show children's progress through photographs and written observations. Through discussion, staff demonstrate that they know the children well. Records have been developed to link observations to the early learning goals; however, these are not yet fully implemented in practice. As a result, children's progress is not clearly tracked.

The staff team recognises that continuous improvement is beneficial to the children in their care. They are reflective practitioners and are keen to provide a good quality service. Developments have been introduced, such as the use of a circle time to play games and discuss issues, which impact positively on outcomes for children. Further targets for development have been identified, which indicates a strong capacity to maintain continuous improvement. However, the wider processes of self-evaluation involving all those involved with the club are not yet embedded as part of routine practice.

Children benefit from the regular, friendly exchange of information between the staff and parents or carers. This ensures that their developing needs are met and ensures continuity of care. Parents' and carers' comments indicate that they are

very happy with the service the club provides. They value the friendly staff, who take time to speak to them and know their children well. Staff at the club have good relationships with the school and have daily feedback from the teachers when they collect the children. This ensures that staff are aware of what the children are learning and helps them to plan similar topics to extend and support their learning. This positive partnership supports children's care, learning and development well. As a result, outcomes for children are good.

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

Children are happy, confident and self-motivated in the club. Children's learning and development is generally well promoted. This is because the staff engage well with children and create an environment where they have choices. Children self-select and lead their own play, such as dressing-up and independence skills are encouraged. They have a good level of interaction with the staff, who offer appropriate support and involvement with their learning. They are interested in what the children have to say as they talk about their day at school. Children are able to make choices about their play. The effective key person system for the younger children and the extra support provided to those with special educational needs and/or disabilities ensure that they feel secure, happy and safe in the club.

Children enjoy their time in the club and comment 'I like playing with my friends' and 'I like the parachute'. There is a fun, friendly atmosphere and staff are mindful that children have been busy at school all day and need time to relax. For example, children have time to relax and choose to sit on the sofa in the book area reading books and chatting with their friends. They play ring games together to enable new children to get to know everyone. Children listen to music as they engage in playful activities. Children develop their fine motor skills through making models with salt dough or box modelling. They problem solve as they use different construction sets and supplement their play with small world figures and animals. Children are taught how to use equipment and handle tools, such as scissors, safely. Children's personal and social development is promoted well in the club. Staff have a good awareness of each child's emotional needs and support them in developing their confidence and self-esteem.

Children follow good hygiene procedures, which are effectively supported by staff practice. For example, children know to wash their hands before they eat. The children sit together to eat tea and develop their social skills as they talk quietly about their school day. Children benefit from daily fresh air as they walk up from school in the 'walking bus'. Physical activities are generally promoted as children dance using the hoops and use the indoor space available. There is a fully enclosed outdoor area. However, this is not always used to its full potential and does not always incorporate the six areas of learning, which limits children's opportunities.

Children's safety is well promoted in the club. Children are reminded of making sure that they have enough room to play safely with toys and not to run around

while indoors. Behaviour is generally good and a clear policy is in place, including strategies to deal with any inappropriate behaviour.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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