

Schools Out Club - Truro High School

Inspection report for early years provision

Unique reference number

EY281285

Inspection date

12/06/2012

Inspector

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Setting address

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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

School's Out Club at Truro High School is one of three privately owned out of school clubs. It opened in 2004 and operates from classrooms in the Trevean Nursery Building at Truro High School. It is situated in the city of Truro, Cornwall. A maximum of 20 children may attend the out of school club at any one time, all of whom may be in the early years age range. The club is open each weekday, from 3.15pm until 6pm during term times and from 8am until 6pm during school holidays. All children share access to a secure enclosed play area.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 22 children, aged from three to eight years on roll. Of these, six are in the early years age group. Children mainly come from the local area. The out of school club supports children who learn English as an additional language.

The out of school club employs two staff and has use of bank staff when necessary. The manager holds a National Vocational Qualification at level 3 in play work and her assistant is qualified at level 2 and is currently working towards a level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff demonstrate a sound knowledge and understanding of the Early Years Foundation Stage framework. Generally, documentation contains sufficient levels of information, although the safeguarding policy has a required procedure missing. Some documents are not available for inspection and there is no record of the risk assessment for the premises. The manager and her assistant are successful in meeting children's individual needs and promoting satisfactory levels of progress in all areas of learning. Children have independent access to an interesting range of resources and activities. Staff have established positive partnerships with parents, although systems to share children's achievements with them are not yet fully established. Self-evaluation is informal, but identifies some areas for development. The setting shows a satisfactory capacity for continual improvement.

What steps need to be taken to improve provision further?

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

- ensure records are easily accessible and available for inspection by Ofsted (Documentation) 29/06/2012
- keep a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and 29/06/2012

any action taken following a review or incident
(Documentation)

- ensure the safeguarding children policy and procedure includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare).

29/06/2012

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

- develop children's learning journey's further, to record individual achievements and share children's progress with parents.

The effectiveness of leadership and management of the early years provision

Children are safeguarded, because staff follow suitable procedures to help keep them safe. Staff visually check the premises, toys and equipment at the beginning of each session, as they are preparing the premises for children's use. However, although written risk assessments are in place for outings, there is no record of the risk assessment in place for the premises, which is a breach of a legal requirement. There is no impact on children as staff identify and minimise risks to children daily. The manager has completed safeguarding training and staff are familiar with the Local Safeguarding Children Board procedures. The child protection policy details how to protect children from harm and neglect, but does not include the procedure to follow in the event of an allegation against a member of staff. This is a breach of legal requirement, however, the manager is aware of the correct procedures to follow. There is evidence that staff are checked for their suitability and are appropriately qualified. The manager's personnel file contains the required documentation. However, the assistant working at the setting does not have her required details readily available for inspection, as the registered person is updating her folder to include her most recent qualification. Also the most recent public liability insurance policy is not available for inspection. This is a breach of a legal requirement. However, there is no impact as head office confirm suitability. Staff supervise children appropriately and monitor visitors to the setting. They follow effective daily routine practices, which successfully promote children's health.

The manager and her assistant demonstrate a suitable capacity to drive improvement. They have satisfactorily addressed the recommendations raised at the last inspection. Staff reflect upon their practice to identify appropriate areas for future development. For example, they have identified the need to obtain a camera to enable children to record their achievements and to develop their use of technology.

Children have use of a comfortable, safe and welcoming environment. Space at the setting is organised well, to enable children to move freely and access a range of age appropriate resources. Staff set out a broad and balanced range of activities for children, based upon their individual interests. As a result, children are engaged

in purposeful play during their time at the setting. Children enjoy regular opportunities for fresh air and physical exercise in the secure outdoor play area.

Staff have appropriate knowledge of each child's backgrounds and needs. Activities are planned which promote equality and diversity. Children celebrate festivals such as Easter, Chinese New Year and Diwali. Children learning English as an additional language are able to share and celebrate their home language with others. Consequently, the setting successfully promotes inclusive practice. Staff have established positive partnerships with parents and other providers. The close links with the nursery and school help to maintain continuity of care. Daily discussion takes place between staff and parents to share information. As a result, staff identify children's individual needs, preferences and abilities. Parents provide positive feedback on the standards of care provided. They receive sufficient levels of information to keep them up to date. However, recently developed learning journeys, do not yet contain sufficient information to celebrate children's individual achievements with parents.

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

Children have established trusting relationships with adults and other children. They follow examples set by adults and are well behaved, polite, kind and helpful. Staff welcome children, support and encourage their play and meet their specific needs. Children benefit from a broad and balanced range of interesting toys, resources and activities, which are freely available. In addition, adults set out a selection of toys and activities before children arrive to help them settle. As a result, children are developing their ability to make independent choices, engage in enjoyable and purposeful activity and achieve their desired outcomes. Children only attend the setting for a very short period after school. They settle themselves to play with favourite toys until all the children have arrived at the setting. They gather around the table to enjoy a social snack time, enjoying fresh fruit, hot buttered toast and biscuits. Water and fruit juice is also freely available. Children demonstrate appropriate table manners and social skills.

Children are developing suitable future skills as they engage in purposeful discussion, share and cooperate to develop role play and use the toy computer to enjoy a mathematical game. They are confident and competent in their use of construction, jigsaw puzzles and small world play with the pirate ship. Staff offer praise and encouragement for their efforts. Children make a positive contribution as conversation flows with adults and their friends. They successfully establish rules and to agree ideas for play. Children gain an understanding about diversity through ongoing discussion, planned activities and experiences. Children feel safe, as they are cared for in an enabling environment by caring adults. Appropriate equipment and procedures are in place to maintain their safety and security. Children follow effective practices for hand washing, exercising and nutrition, which promote their health. There is evidence that children are making satisfactory levels of progress during their time at the setting.

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	3
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	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	3
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	3
The extent to which children develop skills for the future	3

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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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