

The Out of School Experience @ Simonstone

Inspection report for early years provision

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Inspector	Janet Singleton

Setting address	Simonstone C of E School, School Lane, Simonstone, BURNLEY, Lancashire, BB12 7HR
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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

The Out of School Experience @ Simonstone is one of a group of settings operated by a limited company and was re-registered in January 2012, following a name change. The provider has been operating this setting since October 2010. The setting operates from within The Old School Hall in Simonstone, Burnley. It serves the local schools within the area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times from 7.30am until 9am and from 3pm until 6pm. A holiday club is available from 7.30am until 6pm. A maximum of 40 children may attend the setting at any one time, all of whom may be in the early years age range. There are currently eight children on roll in this age group. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It employs three members of childcare staff, all of whom are suitably qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Practitioners promote children's learning with outstanding success as they move freely in a rich and stimulating, child-orientated environment. The setting's highly effective planning supports children in their learning given their age, capabilities and starting points. Partnership with parents, families, other settings and agencies are highly successful in promoting children's care and learning. Exceptional organisation of the policies and procedures support the safe and efficient management of the setting. The outstanding quality improvement processes, such as the regular evaluation of the service, mean positive improvements are made to children's care, learning and experiences.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing the environment to provide a more suitable cosy area where children can rest quietly if they wish to.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are outstanding as practitioners have an excellent understanding of protecting children. They are clear in their responsibilities, with supporting documents being very comprehensive and outlining the procedures they would follow should they have a concern. Recruitment, vetting and induction procedures are extremely robust and contribute

significantly to keeping children safe. The wealth of knowledge of the provider ensures the comprehensive policies and procedures are highly organised to ensure the overall safe management of the setting. The arrangements for maintaining a secure and safe environment include meaningful risk assessments, secure outdoor areas, and a daily checklist. These checklists are completed by both the practitioners and the maintenance team.

Those in charge have a clear and achievable plan for improvement through the completion of a detailed and reflective self-evaluation form. Practitioners are realistic and constantly challenge themselves to improve the service they provide. The provider has been operating a number of out of school settings, and as a result has used this knowledge to effect changes to enhance the provision. These include the development of the outdoor space to provide a more stimulating and challenging area and to facilitate free flow from indoors to out. The provider has achieved the 'Investors in People' award and fully promotes training for all staff. There is an expectation that all staff will qualify to at least a level 3 in childcare to ensure a highly qualified staff team. Through highly effective relationships with other agencies an inclusive approach is maintained, enabling practitioners to plan to meet children's needs and to further promote the outstanding outcomes for children.

Partnerships with parents are outstanding as they are included in evaluating the provision, which supports the continuous improvement of the setting. They are provided with superb information about their child and what the provision is doing to promote their progress. For example, a monthly newsletter, questionnaire, comprehensive daily discussion and written information are provided. Informative notices are displayed for their information. Comments from parents confirm that the two-way channels for communication are successful and well established. They feel involved and their comments are acted upon.

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

Practitioners are highly experienced and qualified in the learning and development needs of children. A stimulating, effective and relaxed curriculum means that children are supported and their learning, development and uniqueness are planned for. The key worker observations and assessments promote children's learning as they use their highly effective skills to watch and interpret their development and play. This very comprehensive information is used to identify children's progress against the six areas of learning and to guide planning and provide highly appropriate challenges. Documentation to support the delivery of the Early Years Foundation Stage is robust and consistently implemented. Practitioners and managers show a strong commitment to the supporting of children's learning and development within the out of school provision. The practitioners deliver the full complement of the Early Years Foundation Stage; as a consequence, children are making significant gains in their learning considering their starting points. Practitioners have excellent relationships with children and support them in making progress as they interact and guide them in their learning. Children benefit from practitioners who are able to add both humour and fun into

the play, making learning enjoyable for all. Through the continuous play provision, children actively make decisions as they readily access a wide range of activities and experiences. For example, art, model making, computers, role play and small world play are available. However, there is a limited space for children to relax or rest should they wish to after their day at school. Work is continued from school, with exceptional links regarding what is occurring to provide a consistent approach for children. This is monitored with the school to ensure children's learning is being planned for in a consistent manner.

Children delight in playing in the sand as they enjoying building and moving it to other areas of the tray, using and developing their coordination and physical skills. They work together and socialise as they decide the roles each of them will take. They use their language skills to negotiate and discuss the task in hand. They are engaged, introduce humour and enjoy each other's company in their play. They sit attentively at the table, engrossed and interested in making shapes with the beads. They handle fine objects with dexterity and enjoy making patterns and decisions regarding the colours to use. Children show their skills in operating technology as they use the computer resources. They confidently change the programme, operate the touch screen and work together to complete the puzzle programme. Children demonstrate a real pride in their work. They are keen to show their learning journey, beaming as they explain what it is and what is within the folder. They delight in taking responsibility for putting their own work away. As a result, their confidence and self-esteem are promoted. Children behave well and are praised to further promote their good behaviour.

Children's understanding of the world is enhanced through learning about different cultures, learning to sign and taking part in celebrating festivals. They take part in topics and daily opportunities to learn about healthy lifestyles as they plan and help to prepare their own snacks. At snack time they enjoy fresh fruit and milk or water to drink, pouring their own drinks and developing their physical skills and independence. They enthusiastically play outdoors as they develop their physical well-being. Through activities on stranger danger, being safe in the sun and road safety, children learn about being safe. They are actively involved as they delight in completing written risk assessments on activities they undertake. Through involvement in topics on first aid, children learn about the recovery position and what to do in an emergency. Through visits from other professionals, such as paramedics and the fire and rescue service, children learn how other people can keep them safe. Overall, children play and learn in environment that develops excellent attitudes to learning. The consistent approach both at school and within the club means they make outstanding progress considering their starting points and capabilities.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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