

# Frisby Out of School Club

Inspection report for early years provision

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EY335797

**Inspection date**

27/06/2012

**Inspector**

Susan Rogers

**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**

Frisby Out of School Club is privately owned and managed. It was registered in 2006 and operates from a designated classroom and school hall within Frisby Church of England Primary School in Melton Mowbray, Leicestershire. Children have access to a secure enclosed outdoor play area. The club opens Monday to Friday during term time from 8am to 9am and from 3.25pm to 6pm. The club serves children that attend the host school. Children attend for a variety of sessions.

A maximum of 24 children aged from three to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. There are currently 47 children on roll. Of these, 26 are under eight years and of these seven are within the early years age range. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 5 in early years, one holds 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 good.

Children settle happily in this welcoming out of school club where they are cared for by knowledgeable and dedicated staff. Strong partnerships with additional agencies promote an inclusive environment and ensure that children make good progress in all aspects of their development. The robust policies and procedures are well-presented and promote children's welfare effectively. Overall, effective relationships have been built with parents and carers to share information. The system for self-evaluation is effective as the opinions of staff, children and their parents are sought, demonstrating that there is good capacity for continuous improvement.

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

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

- develop further ways to involve parents and carers as part of the ongoing observation and assessment process.

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

Staff have a secure understanding of the club's safeguarding children procedures, which helps to protect children from harm and neglect. Parents and carers are



advised of the club's legal responsibilities as the robust safeguarding procedures are effectively shared. Staff and managers regularly attend safeguarding training and are able to identify concerns regarding a child's care. Vetting procedures for staff are prompt and effective ensuring they are suitable. Regular appraisals, training and professional development opportunities further support the suitability of all staff. Risk assessments are detailed, well-documented and are complemented by regular checks of the premises and equipment. Children's safety is effectively promoted through careful supervision of their activities and reminders from staff to play safely. Children are encouraged to participate in the risk assessments which promotes their understanding of their own safety and their sense of responsibility. The play environment and resources are well-organised to provide children with a good range of enjoyable and interesting activities which promotes their feelings of safety. Children have equal access to all opportunities and resources as staff actively promote equality and diversity.

A comprehensive brochure that makes sure that parents and carers receive good quality information is provided when a child starts at the club. Children's individual starting points and play preferences are also recorded which helps staff plan for their individual needs. There are good opportunities for parents and carers to discuss their child's progress with staff as they collect their child. However, opportunities for parents to contribute towards and view their child's documented learning journey record are not in place. Parents are supportive of the club as they provide positive feedback through their comments and questionnaires. A strong relationship with additional agencies and the host school promotes further support for all children. Some staff also work in school which ensures there is effective planning for children's individual needs and continuity for their learning.

The club has successfully met the recommendations that were raised at the last inspection. A comprehensive system for self-evaluation and detailed action plans monitor the effectiveness of the provision and effectively identify any areas for further development. The opinions of children, their parents and staff are considered which demonstrates the club's dedication towards driving forward further improvements.

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

Children make good progress in their learning and development as they enjoy their activities and have formed trusting relationships with the staff. Planning responds to children's individual interests and links effectively with their school activities. Children's learning journey records are well presented and their individual progress is recorded through evaluative comments and annotated photographs. Staff support children's learning very well as they understand the needs of each child in their care. This enables staff to provide sensitive support through effective questioning techniques and additional challenges. Children's creativity is well-promoted as they develop their imaginative ideas while they play. They create images of their own choice using beads, sequins, pens and paint. They create imaginary scenarios as they use dressing up equipment which provides good opportunities to extend their language skills. The broad range of available activities



allows children to play with confidence and imagination.

Children have formed close friendships with other children that attend the club which promotes their confidence and feeling of safety. They behave well and consider the needs of others while they play. A sense of responsibility is actively encouraged through the established buddy system as older children support younger ones and those who have recently started to attend the club. Children use a good range of tools and equipment as they prepare pizzas for their tea. They eagerly grate cheese and carefully spread on a tomato filling. They choose from a range of other ingredients which contributes well towards children making healthy choices when they eat. There is always sufficient for them to drink and staff encourage children to enjoy a cup of squash or water when their school day has ended. Children enjoy a positive social experience when they eat breakfast and snacks as they confidently chat to their friends and staff and share aspects of their school day.

Children thoroughly enjoy their play outdoors which provides good opportunities to extend their physical skills. They play with bats and balls and take toys and treasure baskets outdoors providing additional learning experiences. The local hedgerows, woods and countryside are used successfully to promote children's understanding of the world around them. Here they explore the woods looking for insects, animals and plant life. There are good opportunities for younger children to develop their early writing skills through mark making as they access paper, pencils and pens. Older children play games that include noughts and crosses this encourages team working and extends their problem solving skills. Such positive experiences support children well in developing skills for the 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

<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

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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