

# S4YC Out Of School Club (Willaston)

Inspection report for early years provision

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**Unique reference number**

EY432634

**Inspection date**

28/06/2012

**Inspector**

Jan Linsdell

**Setting address**

Willaston C of E Primary School, Neston Road, Willaston,  
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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

S4YC Out of School Club (Willaston) was registered in 2011. The club is one of eight settings run by a limited company and operates from Willaston Primary School in Willaston, Neston. Children have access to the school hall, resource room, classroom and the school grounds for outdoor play. The club is open each weekday from 7.45am to 8.50am and 3.10pm to 6pm during term time, and from 8am to 6pm during school holidays.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged from four to 11 years may attend the club at any one time. There are currently 43 children on roll. Of these, 38 are under eight years and of these, six are within the early years age range.

The club employs three members of staff including the manager. Of these, two hold appropriate early years or play work qualifications at level 3 and one is a qualified sports coach.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the club and participate in a wide range of activities that enable them to make good progress in their learning and development. The environment is generally well organised to meet children's needs and staff successfully promote equality and diversity. Excellent partnership-working with the host school and strong engagement with parents and carers ensures children's needs are fully addressed. The club is managed efficiently and all required documentation is maintained to a high standard. There is a real commitment to delivering high quality provision for children and self-evaluation systems are highly effective, which shows an excellent capacity for maintaining improvement.

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

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

- review the organisation and use of space, particularly during sports coaching sessions, so that children have space to relax, play quietly and concentrate on tasks
- extend opportunities for children to increase their independence and self-help skills during snack time.

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

High priority is given to promoting children's safety, security and protection. Rigorous recruitment and vetting procedures ensure all staff are suitable to work with children. Staff demonstrate a comprehensive awareness of their responsibilities to safeguard children from harm and they fully understand how to report any concerns without delay. They also attend regular training to ensure their knowledge is up-to-date. Extensive policies and procedures are effectively implemented and all required records are very well maintained. Children are closely supervised at all times and staff use communication devices to monitor their whereabouts. Thorough risk assessments and daily safety checks ensure children are not exposed to any hazards.

Leaders and managers are very ambitious and strive to ensure children receive high quality care and learning experiences. They have high expectations and consistently monitor standards so that practice is further enhanced within the company. Staff make excellent use of self-evaluation processes in order to identify strengths and target areas for development. The environment is generally well organised, with a good range of resources and activities on offer to promote children's learning and enjoyment. However, space is not always utilised effectively to meet the needs of all children. For example, during lively sports coaching sessions, it is sometimes difficult for other children to engage in quieter activities and concentrate on tasks.

Staff develop highly successful relationships with the host school, which significantly enhances the children's care and learning. Regular discussions, class observations and meetings with the reception teacher contribute to promoting children's ongoing progress. Staff establish strong partnerships with parents and carers and obtain useful information about children's needs and preferences on entry. This means parents' wishes and children's individual needs are effectively met. Discussions with parents highlight their positive views of the club, such as 'staff are very friendly and great with the children', and 'children love coming, they are always very active'.

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

Staff demonstrate a good understanding of the learning and development requirements. They know how to have fun with the children and high quality interactions ensure children are well supported. Staff observe children regularly and plan an interesting programme of activities for children to enjoy. Planning is flexible to incorporate children's needs and interests. Development records are moderated to identify and address any gaps in children's learning. Consequently, children achieve well, enjoy their play and make good progress towards the early learning goals.

Children show an extremely strong sense of security and belonging in the club, largely because of the excellent relationships they develop with staff and each other. Their behaviour is exemplary and they eagerly join in with activities, displaying high levels of confidence in their play. Their contributions are very much valued and encouraged. Children have excellent opportunities to learn how to lead a healthy lifestyle. Qualified sports coaches are employed to deliver a variety of fun and challenging physical activities, such as street dance, cheerleading and football. Children are consulted on their preferences for healthy snacks and fresh fruit and vegetables are always on offer. High standards of hygiene are followed to reduce any health risks to the children.

Children enjoy a wide range of activities to promote their creativity and imagination. For example, they delight in making friendship bracelets and using various craft items to produce creative plant pots, which they proudly show to adults. They engage in role play activities and, boys particularly, enjoy pushing the teddies around in the pushchair. This promotes positive attitudes to equality and encourages children to avoid gender stereotypes. Children also enjoy learning about other countries, such as China and Italy, and discussing similarities and differences between cultures. This supports their understanding of diversity.

Children have some opportunities to develop their independence and self-help skills, but this is less well promoted during snack time because staff generally pour drinks and serve food. Children develop good skills for the future. They have use of the school's computer suite and library area, which supports their reading skills and their understanding of technology. They take part in card games to encourage their awareness of number and calculation, and they learn to recycle objects. Children communicate with each other as they talk about family members, and photographs show they have some opportunities to write, draw and paint.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	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	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