

Whittlesford Out of School Club

Inspection report for early years provision

Unique reference number EY350671
Inspection date 09/07/2012
Inspector Veronica Sharpe

Setting address William Westley C of E Primary School, Mill Lane,
Whittlesford, CAMBRIDGE, CB22 4NE
Telephone number 01223 832 176
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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

Whittlesford Out of School Club is managed by a voluntary management committee, made up of parents of children at the club. It is located at the William Westley Primary School in Whittlesford, Cambridgeshire. All children have access to an outdoor play area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 25 children under eight years may attend the club at any one time, of these, all may be in the early years age range. There are currently 69 children on roll, of whom seven are in the early years age range.

Opening times are 7.45am to 9am and 3.15pm to 6pm each weekday during term time. The club is open through all school holidays subject to parental demand from 7.45am to 6pm. The club employs seven staff. Of these, six hold appropriate childcare or playwork qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop their independence well in this child-centred, free-flow play environment. Systems to monitor and evaluate children's learning experiences are at an early stage, but are sufficiently well-developed to show that children make good progress towards the early learning goals. Staff have built strong partnerships with parents and keep them well informed about their children's experiences and achievements. Partnerships with others who care for the children are generally good and help to ensure there is some continuity of care and learning. Staff are enthusiastic about their own professional development and work well as a team. Overall the setting shows a good capacity to maintain 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 two-way partnerships with others involved in children's care and education to ensure continuity; this is with particular reference to on-going information sharing with the primary school about each child's learning experiences.

The effectiveness of leadership and management of the early years provision

The setting has robust vetting procedures to ensure anyone working with the children is safe to do so. Required information about staff checks is kept on site to demonstrate appropriate checks have been completed. All staff attend regular safeguarding training and they are all well informed about child protection

procedures, which promotes children's safety and welfare. Children play in a safe environment and they show a good understanding of their own boundaries. For example, they understand how far they can wander within the school grounds. Staff are vigilant and ensure all children are safely supervised. They carry out rigorous risk assessments and make daily safety checks on the premises and equipment. All staff hold current first aid certificates so any accidents are dealt with effectively.

The setting promotes equality and diversity well and offers an inclusive service that takes into account children's cultural or linguistic differences. Staff have developed strong relationships with parents and have effective systems in place to ensure they understand about each child's individual needs. Parents speak positively about the setting and the staff. They say staff are warm and friendly and that their children enjoy their time in the setting. Parents also say they receive good information about their children's welfare and learning and that they particularly welcome the daily conversations with staff. The school is keen to promote positive relationships with the club, for example, governors have agreed a new enclosed play area to give children better and safer access to the outdoors. Staff work closely with support staff within the school to promote children's welfare needs, including any who have special educational needs and/or disabilities. However, there are fewer opportunities to share information about learning and development on a regular basis in order to effectively plan for children's changing needs.

Staff have worked hard since the last inspection to make radical improvements to the quality of the provision. Action plans have been effectively implemented to ensure children are cared for in a safe and positive environment. Staff have implemented free-flow play, enabling children to direct their own learning and follow their own interests. Resources are efficiently deployed so children can help themselves and demonstrate their independence. Children play an active part in decision making, for example, they decide which resources they need and which activities should be planned for the summer holidays. Staff seek the views of parents through regular questionnaires and the suggestions box. Positive changes result from these surveys, such as providing parents with better information about healthy food options. Staff are consulted about their professional development and training needs, which ensures an enthusiastic take-up of any training opportunities, resulting in a competent and confident staff team. This ensures the outcomes for children are good.

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

Children enjoy their time in this friendly and stimulating setting. They form strong friendships with staff and each other and show kind and caring attitudes. They become active, inquisitive learners because staff promote their independence effectively, enabling them to make good progress towards the early learning goals. Daily plans are flexible and often spontaneous, for example, children decide to have soapy water to paddle in, then extend their fun by introducing jars and straws for blowing bubbles. Ways to evaluate and monitor children's learning are developing but do not yet effectively identify the next steps in children's learning.

Nor do they consistently incorporate information from school teachers about children's progress. This means there is potential for any possible areas of concern, or for further challenge, to be missed.

Children develop their understanding of early technology in many ways. They play with an electronic white board, use it for fun as they scribble in varied colours, but also understand it is a tool for learning as they use the computer link to search for origami patterns. They play active computer games and listen to dance tracks. Construction sets are an everyday favourite and children build co-operative complex models, showing they have well-developed problem-solving skills. Staff introduce new and interesting adult-led activities, such as making origami shapes or den building in the school hall. Children enjoy junk modelling and show off their home made drum sets with delight.

The outdoor area means children enjoy active exercise on a daily basis. Staff are pro-active in enabling children to play out regardless of weather, reminding them about dressing sensibly with coats and wellington boots in winter, or hats and sun cream when it is hot. Children have places to relax in shaded areas for quiet conversation, or to share a story book with friends. Younger children paint the school walls enthusiastically with water, and wonder out loud why their wet hand prints dry more quickly on warm days. During the school holidays outings are planned to enable children to find out about their local environment, for example, they visit the nearby air museum to learn about aeroplanes from the past.

Healthy and nutritious snacks are available to the children throughout the session. They choose when to eat and sit in small friendly groups to socialise. Cooking activities help them learn more about healthy diets. Children research other countries to find out what food would be like in South Africa, or India, and source ingredients so they can explore new tastes. Staff promote good hygiene well and remind younger children about hand washing through use of visual images and posters. Children learn to keep themselves safe as they learn about the fire procedures and how to use scissors in a safe way.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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