

Tree House Out of School Club CIC

Inspection report for early years provision

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EY442928

Inspection date

30/07/2012

Inspector

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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

Tree House Out of School Club CIC registered in 2002 and re-registered in 2012. It operates from a large annexe building located at the rear of High Oakham Primary School in Mansfield, Nottinghamshire. The out of school club serves children from the school and from the local community if places are available. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The out of school club is registered to care for 48 children aged between three and eight years and currently admits children from four and a half years of age. Care is also offered for children aged eight years and over. There are 13 children in the early years age group on roll at present. Children attend for a variety of sessions. The out of school club is open Monday to Friday during the school term. Sessions are from 7.30am to 8.55am and 3.15pm to 6pm. During the school holidays the club operates from 8am until 6pm, with the exception of Bank Holidays and during the Christmas holiday period.

Nine staff currently work with the children. Of these, six hold National Vocational Qualifications (NVQ) at level 3, whilst the three remaining staff are working towards NVQ at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the club and have formed good relationships with the caring and committed staff team. Time is taken to discover most children's individual abilities through working closely with schools and the parents, enabling the club to reflect children's needs from the onset. Consequently, children are happy and relaxed and outcomes overall, are met appropriately. Sound risk assessments are in place to ensure that hazards within and around the club are monitored; however, not all safety measures are consistently applied to fully support children's welfare. All staff are appropriately cleared and safe to be in the proximity of children, however, systems to ensure that all staff fully understand their duties are not robust. Suitable systems are in place to evaluate the club through the use of the Ofsted self-evaluation form, highlighting areas for improvement.

What steps need to be taken to improve provision further?

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

- take steps to prevent intruders entering the premises (Safeguarding and promoting children's welfare). 21/09/2012

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

- develop the induction programme to ensure that the deputy understands their responsibilities
- develop further the system to obtaining information on all children's starting points to enable staff to plan an environment suited to the needs of all individuals.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded and staff have a sound understanding of their roles and responsibilities for protecting children in their care. They are aware of their duty to record and report concerns and the safeguarding policy is shared with all parents and carers on entry. Secure recruitment and vetting procedures ensure that children are cared for by suitable adults and induction procedures inform most staff of their roles and the policies and procedures that must be adhered to. However, the system for ensuring that the deputy fully understands her role and responsibilities, in the absence of the manager, is not yet robust. This leads to gaps in some aspects of the provision. Overall, risk assessments, daily checks and ongoing monitoring of all areas that children have access to are completed to minimise potential risks to children's welfare. Children are unable to leave the premises and the club has systems to prevent visitors entering the premises. However, these are not fully effective as the inspector was able to gain entry into the out of school club without being challenged, after being let in by a parent who was dropping off her child. This oversight has the potential to impact on children's well-being and safety.

Fire drills are completed on a regular basis, enabling children to have a secure knowledge of how to leave the club in an emergency. Overall resources and space are well used to enable children to make choices in their play and have quiet time should they require it. This is supported by well-deployed staff who offer support to children as and when they require this. Staff help children to develop a positive attitude towards people's differences by providing a sound range of resources that reflect diversity and by setting a good example of how to respect everyone.

Good relationships are in place with all parents and carers whose views are regularly sought through questionnaires, a suggestion box and daily verbal exchange. This enables parents and carers to have a voice and feel involved in their child's care and play. Parent feedback comments are used to inform future plans and changes. For example, when a parent commented that the food provided was not as well balanced as it could be, the club took steps to rectify this by ensuring that at least one of the children's 'five a day' is offered at meal and snack times. This contributes to a healthy lifestyle. Care and sensitivity is shown to children with special educational needs and/or disabilities and there are systems in place to support children and families who speak English as an additional language. Good links are established with the host school and staff; however, information on children's starting points is not obtained consistently for all children

who attend. The manager evaluates the effectiveness of the club by seeking out the views of staff, children and their parents. Overall, these reflect the needs of the children and families that attend, ensuring improvements are ongoing.

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

Children are happy and settled in the club. Staff know all children well and recognise that all are unique and require attention specific to their needs. Consequently, children play well and enjoy their time at the club. Staff take time to listen to children as they are consulted on the types of resources and activities that they would like to have available to them. Staff value their opinions and endeavour to meet their requirements supporting a child-led environment. All staff have a good understanding of the learning and development requirements and ensure that activities offered reflect the six areas of learning each day. Staff record and assess the achievements for most children and use this information to identify the next steps in their learning, enabling them to make the best progress possible.

Children are very well behaved and share the resources well with one another. All children recognise the importance of working together in order to create a harmonious environment and the older children are very helpful in supporting the needs of the younger ones as they play. For example, an older child was observed to assist a younger child in finding the end of the sticky tape and holding their artwork together to enable them to join it up appropriately. This is acknowledged by staff and highly praised. As a result, children have good levels of confidence and self-esteem. Children's skills in the use of technology are very good. They know how to use simple programs and begin to use more complex ones, showing good hand-to-eye coordination as they expertly handle the mouse or accessories for games consoles. They participate in a range of varied construction activities, such as small and large plastic brick building, assembling train tracks and varied craft opportunities. They handle and use a range of tools well, such as scissors, glue sticks and brushes and have independent access to these, supporting their creative ideas.

Events, such as the Chinese New Year, Christmas, and Royal occasions are celebrated at the club and activities enable children to learn more about these and take an active part in extending their knowledge. Children problem solve through, for example, participating in board games and using puzzles. They explore number as they play, for example, as they recall how many times they have been 'touched with the arrow' before they are out of the game. Overall, they achieve well and learn to make meaningful choices.

Children's health is promoted well through healthy foods and drinks and the range of physical activities on offer. They enjoy being in the fresh air and have free-flow to the outdoor environment enabling them to make choices in where they wish to play. Children understand the importance of healthy practices, for example, as they wash their hands before eating and after using the toilet. They develop an awareness of how to stay safe; they understand the boundaries in the outside area and know that running indoors may cause an accident. Further to this, regular fire

drills are completed to enable children to understand what to do in the event of an emergency.

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	2
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	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	3
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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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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