

Lindhead Out of School Club

Lindhead School, Limestone Road, Burniston, SCARBOROUGH, North Yorkshire, YO13 0DG

Inspection date

18/09/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Snack-time is a social occasion, where children have roles of responsibility and older children help the younger children. There is a good choice for snack, including a wide range of sliced fruit and vegetables.
- The large grounds provide opportunities for children to choose their choice of physical play. Younger children can mix with older children and there is also the space for older children to implement team games independently.
- The children's behaviour is managed well at the club, children listen and respect staff and each other. If and when the staff do address issues, these are taken on board by children, staff and parents. Parents appreciate the boundaries set.
- The management committee work well with the management team, each staff member has an individual training and professional development plan, which inspires them to improve their practice and knowledge.

It is not yet outstanding because

- Staff are aware of the clubs safeguarding procedures and keep a watchful eye for visitors and parents. The grounds, however, are not consistently monitored, enabling visitors to enter unchallenged and parents to not always close the gates.
- The system for observing and assessing children builds on their interest. The assessment of children's next steps, is not long established and does not precisely show children's progression from their starting points.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed snack-time and activities in both rooms of the club and outside in the grounds.
The inspector looked at children's learning journeys, observations and assessment records, evidence of suitability of staff working at the club and a selection of policies.
- The inspector held meetings with the manager and the business manager.
- The inspector also took account of the views of parents and committee members spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

The Lindhead Out of School Club has a charitable status which is managed by trustees/directors of a company limited by guarantee. It operates from a self-contained portacabin in the grounds of Lindhead Primary School in Burniston near Scarborough. The

club serves the local school during term time and the wider community in school holidays. There is provision within the school grounds for outdoor play.

The Lindhead is open Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 8.45am and 3.15pm to 6pm during term time and in the holidays from 7.30am to 6pm. Children are able to attend for a variety of the sessions. There are 48 children presently on roll and eight of these are in the Early Years Foundation Stage. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs six members of staff, all of whom hold appropriate qualifications at level 2 to 6. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve arrangements for identifying visitors to the setting and ensuring gates to the provision are closed by visitors and parents
- ensure that the evaluations of activities and identification of next steps in learning for individual children within the Early Years Foundation Stage, are used effectively to precisely inform future planning to complete the observation, assessment and planning cycle.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The club's staff understands the areas of learning of the Early Years Foundation Stage and children have the opportunity to independently explore activities of their choosing. The two rooms 'the den and the pod' are well organised, children self-select their choice of play and who they choose to play with. A group of younger children are supported by older children and staff, engaging in a game using the parachute outside. Staff encourage children to move under the parachute by calling their name, this fosters good listening skills and an interest in games. Staffs' practice is good, they listen and question children to gain their attention and improve their learning.

Children move freely and engage within their play eagerly. A group of younger children occupy themselves with role-play, dressing-up and holding enthusiastic conversations about what their wearing and who they want to be. A pair of older girls support a pair of younger girls in learning how to play a game of pool, supported by a member of staff and

promoting good relationships. Older boys independently organise a game of football. This values children's independence and achievements. Older children become engrossed in a shopping game with a member of staff, reinforcing mathematical skills and others construct using their fine motor skills, with small pieces of construction materials.

Children's communication and language is supported effectively during registration as children acknowledge each other and staff inform them of the activities and snacks available that evening. They discuss options and what has happened within the school day. Younger children excitedly decorate a tree outside using kites and become absorbed in watching and talking about the movement created by the wind. Children participate in painting activities, such as, leaf printing for a collage Autumn tree and free painting. Photographs exhibit how children have enjoyed the summer holiday activities, from visiting local halls to face painting at the club.

Partnership with parents is good; newsletters, questionnaires, the informative website and e-mail facilities, provides regular two-way communication facilities. The parents speak highly of the club. Parents are encouraged to add to and view their child's file, meaning they can become involved in their child's learning. Children with additional needs are fully included and supported at the club with their one-to-one workers. The club opens for school parents evenings and visits local pre-schools, this aids transitions and develops good partnerships with relevant professionals.

The contribution of the early years provision to the well-being of children

The club invites initial visits enabling parent's to discuss young children's needs and interest with their child's key person. Staff meet regularly with the school's teachers and one-to-one workers, supporting children's individual needs and plans as required. Behaviour management is taken seriously at the club, staff work alongside parents and teachers to maintain consistent boundaries. Team points are accumulated, rewarding teams with stickers or treats.

The social experience of snack-time offers children the opportunity to take responsibility of aiding staff, in giving out food and drink, this provides children with confidence. There is a good choice of snacks, including homemade cake and toasted crumpets, and sliced fruit and vegetables. A weekly menu displays the wide variety and choices available to children, offering them a healthy selection. The large outdoor school grounds offer the opportunity for children to master and control their co-ordination skills on various pieces of equipment. Children are able to negotiate their way across logs and climbing apparatus. Younger children experiment with swinging on bars and attempting to climb up the climbing wall. The playhouse on the decking offers a familiar setting and walkways around the club provides opportunities to see fruit growing, such as, apple trees and a nature trail, displaying a variety of growing vegetables.

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

Children's learning and development is assessed well through observations and learning journeys by key-persons, these note the areas of learning and embrace photographs of the children within their play. This enables key persons to monitor each child's interest and achievements. Children's interests are added to planning via their key person, this has yet to include children's next steps of learning to complete the assessment and planning cycle, in order to identify how young children's abilities and progress are evaluated throughout the Early Years Foundation stage. Planning incorporates children's ideas through the 'ideas tree', where children can write what they would like to do or make. A lot of ideas included baking opportunities, such as, dairy free baking, or making chocolate cakes. Activity suggestions included clay modelling and hand painting.

Staff all complete safeguarding training and are fully aware of local safeguarding procedures. They update their training to meet children's needs, such as, completing first aid, epi-pen training and Makaton. They all have an individual training and professional development plans, identifying ways to improve knowledge and practice. The management committee and management team hold regular meetings to identify strengths and weaknesses. The self-evaluation takes into account staff and parents views, using questionnaires and regular meetings. A children's council provides children the beneficial opportunity to view their opinions and ideas.

The club's staff are fully aware of the club's safeguarding policy procedures, they are alert for visitors and watchful for parent arrivals, especially whilst outside, within the large grounds. The grounds are secure with fencing and many gates, separating various areas of the school grounds and the entrance to the club. These safeguarding procedures are not consistently maintained, not all visitors are challenged on entering the grounds and parents are not reliably closing the gates. Although staff are vigilant, this means that younger children may be able to wander around the grounds. Partnerships with the school, parents and other professionals are well-established, meeting all children's needs, whether for younger children or children with identified needs. These successful relationships provide good interventions for children to receive the specialist support needed and for them to be included effectively into the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|--------------------------------|--------------------------|
| Unique reference number | EY442229 |
| Local authority | North Yorkshire |
| Inspection number | 785972 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 11 |

| | |
|------------------------------------|-----------------------------|
| Total number of places | 36 |
| Number of children on roll | 48 |
| Name of provider | Lindhead Out of School Club |
| Date of previous inspection | Not applicable |
| Telephone number | 01723871861 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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