

Black Horse Out of School Club

Black Horse Hill Infant School, Saughall Massie Road, West Kirby, Wirral, Merseyside, CH48 6DR

Inspection date

17/10/2012

Previous inspection date

03/05/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Children are given opportunities to pursue their learning without interruption.
- Staff take time to listen to children and children know they will be listened to.
- The staff team work well together and work at developing their professional development.
- Children are given experiences to extend and expand their imagination through the provision of paintings, drawing, dance, music and story.

It is not yet outstanding because

- The system for observing and assessment is not long established and therefore, does not precisely show children's progress; methods for sharing children's achievements between staff are not always effective.
- Systems for children to be with their key person during the sessions are not always made available.

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 children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the owner/manager.
- The inspector spoke to four parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector met with the manager/owner of the setting, as well as engaging in discussions throughout the inspection.

Inspector

Andrea McGanity

Full Report

Information about the setting

Black Horse Out of School Club was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Black Horse Infants School in the West Kirby area of the Wirral and is managed by a private company. The out of school club serves the local area and is accessible to all children. It operates from a self-contained building and there is a fully enclosed area available for outdoor play.

The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at Level 2 and 3. The setting opens Monday to Friday, term time only. Sessions are from 7.30am until 9am and from 3pm until 5.45pm. Children attend for a variety of sessions. There are currently five children attending, who are within the Early Years Foundation Stage. The setting supports children, who speak English as an additional language and those with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- embed further the system for observing and assessment to ensure that it clearly shows the children's progress and improve communication between staff in relation to sharing information about children's achievements.
- strengthen the arrangements, so key persons can spend time during the sessions with their key children to ensure their needs are being fully addressed.

Inspection judgements

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

Staff are skilled at providing activities that children thoroughly enjoy and which offer a good level of challenge. They regularly observe the children at play and use this information to plan activities that build on what they already know and can do. Systems for gathering and sharing information about children's starting points and ongoing learning at home are effective and contribute to the assessment process. However, the focus has recently been on settling the children into the club. Therefore, the system for observing and assessment is not yet fully embedded and does not always show precise development milestones achieved. Nevertheless, the good balance of child-initiated and adult-led play results in children making good progress overall. The quality of teaching is good and staff are knowledgeable about how to motivate and stimulate children's interest in learning. There is an effective key person system in place. Although, at times, children can spend much of their time with staff, who are not their key person. Also systems for sharing children's learning aims between staff are not fully developed yet.

Children are supported by well-deployed staff, who readily involve themselves in their chosen play activities. They are fully engaged in activities throughout the session and are enthusiastic learners. Children show confidence and good communication skills as they

join in others' activities, talk about what they are doing and take account of their ideas. A group of girls occupy themselves with the large dolls house and discuss what names their dolls are go to be called. They allow others to join in and take part, finding a doll for them to play with. Older children become engaged with a game on the computer, supported by a member of staff, who skilfully gives instructions to them, valuing their independence skills.

Children participate in craft activities, such as making pirate patches ready for a display. They enthusiastically look at the pictures of pirates in the books to help them explore and investigate further to assist them with the display. Older children become engrossed in a table-top game with a member of staff, reinforcing mathematical skills and others construct using their fine motor skills with small pieces of construction materials. Children select music to play and dance to, while others play the guitar, keyboard and drums. This helps the children to become more expressive in their imaginative skills.

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

Staff have high expectations of the children and encourage them to become independent, curious learners. As a result, children have high levels of self-esteem, are confident and communicate their feelings effectively. For example, they ask for help when they need it, they are able to initiate their own play and manage their own personal care. Staff meet regularly with the school's teachers and local authority worker, 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. Clear club rules are displayed, which staff and children developed together. This enables children to have a voice about their expectations too.

The social experience of snack-time offers children the opportunity to take responsibility of selecting and serving themselves food and drink. This provides children with independence and confidence. There is a good choice of snacks, including sausage on toast or sandwiches, and sliced fruit. Children enjoy sitting with the staff and their friends talking about their day while enjoying their snack. 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 practise their balancing skills as they use the scooters with ease. Younger children attempt to hit the balls with the bats at the targets on the wall. Older children set up the cones ready to play a game of football, while others play catch with the smaller balls.

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

All staff have a secure understanding about safeguarding children and clear procedures are in place, should a concern arise. These are well documented in a comprehensive policy and all staff keep up to date through attending appropriate training courses. Suitable checks are carried out before staff are employed. Staff are alert for visitors and watchful

for parent arrivals, especially while 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.

Staff have an individual training and development plan, which identifies ways to improve their knowledge and practice. The management and staff team work effectively together and they demonstrate a good understanding of all policies and working practices. A good focus is placed on self-evaluation and continual improvement. The managers and staff have targeted a range of improvements and have made a number of changes to reflect the requirements of the revised Early Years Foundation Stage Framework. For example, staff have attended training on the revised framework and developed the observation and assessment documentation to reflect this.

Staff work hard to engage with parents and carers. Parents value the relationships they develop with the welcoming, friendly staff team, who are always available for informal discussions. They feel that staff are interested in what they have to say. Effective relationships with the school and other professionals involved with the children are firmly established and contribute well to supporting their welfare and learning.

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	306351
Local authority	Wirral
Inspection number	818776
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	36
Number of children on roll	86
Name of provider	Pamela Brooks and Hilary Connor
Date of previous inspection	03/05/2012
Telephone number	07935342521

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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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