

Sele Lions Out of School Club

The Sele, HEXHAM, Northumberland, NE46 3QZ

Inspection date

18/10/2012

Previous inspection date

27/06/2006

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy and settle quickly when they arrive from school. They make their own choices from the activities that are available to them and there is an appropriate balance of child-initiated and adult-led activities.
- Staff form positive relationships with children and help them to feel safe and confident. They understand the group rules and as a result behaviour within the group is good.
- All children benefit from opportunities to be active and develop a secure understanding of keeping healthy.

It is not yet good because

- The inconsistent use of self-evaluation and performance management has an impact on how well the staff are able to monitor policies and records to ensure compliance with the Early Years Foundation Stage framework and drive improvements in the setting, to enhance outcomes for children.
- Key persons are still in the process of being allocated to children and parents are not sure who to speak to about any concerns about their child.
- The reading area is not well organised and resourced to attract and sustain children's interest and develop reading skills.

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 activities within all areas of the group.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies.
- The inspector talked with children and with parents.
- The inspector fed back to the manager and one staff member.

Inspector

Eileen Grimes

Full Report

Information about the setting

Sele Lions Out of School Club was registered in 1999. It operates from the dining rooms of Sele County First School in Hexham. The group serves the local area and has strong links with the local school. The group is accessible to all children and there is a fully enclosed area available for outdoor play.

The group opens Monday to Friday, term time only. Sessions are from 7.40am until 9am and from 3pm to 6pm. Children are able to attend for a variety of sessions. The club is

registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 24 children attending who are within the early years age range.

The group employs seven members of childcare staff. Of these, two staff members have early years qualifications at level 3 and two at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all children are assigned a key person and that parents are informed of who that person is and explain the role of that person
- ensure that all policies and procedures are in line with the Early Years Foundation Stage Welfare Requirements.

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

- improve the leadership and management of the setting by having rigorous and effective systems for self-evaluation and having effective systems for performance management and continuous professional development of staff, in particular to increase understanding of the revised Early Years Foundation Stage framework
- plan an enjoyable environment for each child in communication and language by; creating an environment which is relaxing where children can develop an interest and appreciation for reading.

Inspection judgements

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

Children enjoy a suitable variety of activities which reflect their interests and choices and help them to make satisfactory progress in the seven areas of learning. Children settle quickly, develop confidence and soon make friends, supported by reassuring and kind staff. They ensure children mix and socialise, for instance, during snack time and free play sessions.

Children's ideas, particular interests and specific requests for activities are followed up. For instance, they can help themselves to a range of bricks for their construction and creative play. However, the presentation of some activities and resources, such as books and

reading areas do not inspire them to engage in sustained purposeful play. There are opportunities for children to play outside. They are able to access the school yard and nearby park areas. Children talk about the activities provided in these areas with enthusiasm.

At present there is no key worker system in place, and the leader currently takes responsibility for these children. She understands the need for this to be implemented and the need to formalise the system for recording observations and assessments. She encourages parents to talk about their child's interests and gives them feedback about their children's activities. However, some parents are not always fully involved as children's next steps are not discussed and some parents are not familiar with the out of school care's role in fostering children's learning and development.

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

Children forge good relationships with each other and the staff in the setting. On arrival, some of the children fondly greet staff with a quick hug before putting their personal belongings away to then begin playing. This greatly contributes to their feelings of security, confidence and overall well-being.

A group time takes place each day, meaning that all of the children spend some time together in a sociable manner. They talk about what activities are on offer that day. This gives the children some choices about what they do, promoting their growing independence and cooperation. Children behave well and show respect towards each other, staff and the play environment. This helps promote a harmonious atmosphere for everyone and positively promotes equality of opportunity.

Children show a strong sense of fun, giggling and chatting contentedly to each other as they work together on the computer games and they take part in organised painting activities. They show a good understanding of safety and the general rules they must follow. Children have had a positive input into deciding the rules of the setting because they have been able to detail them through their pictures and words around the room. Routine activities, such as practising fire drills and following rules, help children learn important messages about how to stay safe.

Children enjoy a healthy lifestyle because of the daily physical play experiences and the food they eat at the setting. Teatime is a friendly, sociable occasion, when children sit together at the tables, making their own choices about what they eat. All of the children eat well because a nutritious snack is provided for them, taking into account any specific dietary requirements. Children are able to help themselves to refreshments of water, juice or milk so they don't get thirsty during the session.

Areas in the main room enable children to sit and relax, which is important to their well-being after a busy day at school. The youngest children manage their personal care needs with confidence and growing independence; they put their school bags away, and wash

their hands. This also helps them develop their school readiness skills as they make the transition into full-time school.

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

The provider has appropriate procedures to protect children from harm. She attends relevant safeguarding training and ensures staff understand what to do if they have any concerns about a child's welfare. Appropriate systems are in place to ensure staff are suitable to work with children. However, self-evaluation and monitoring of the provision are not used to their full effect to clearly identify strengths and weaknesses in the setting. This means they do not always target specific areas to improve, including the organisation of resources, in order to enhance children's experiences. There is currently no system in place for monitoring staff performance or to identify areas for staff development. A wide range of policies and procedures are in place to support staff. However, some of these do not fully comply with the Early Years Foundation Stage Safeguarding and welfare requirements as some detail is missing. For example the safeguarding policy does not cover the use of mobile phones and cameras in the setting.

Children in the early years age group are looked after and collected by staff who have paediatric first aid qualifications. Risk assessments and daily safety checks ensure children are looked after and play in safe, secure surroundings and use suitable toys and equipment. The provider ensures collection arrangements are reviewed regularly with parents and schools.

Parents are pleased with the quality of the out of school care and are confident to share information with the provider, including any concerns about the provision. They all highlight that their children are happy, which is a priority for them.

The out of school has strong partnerships and links with schools. This helps to support children's safety and welfare in the early years age range, as well as their learning and development. Overall, staff have a satisfactory knowledge and understanding of the Early Years Foundation Stage and its links with playwork and the requirements they need to meet, to support young children's learning and development appropriately.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	301896
Local authority	Northumberland
Inspection number	881229

Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	50
Number of children on roll	150
Name of provider	The Committee Of Sele Lions Out Of School Club
Date of previous inspection	27/06/2006
Telephone number	07940 994769

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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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