

Waingroves Out of School Club

Waingroves Primary School, Waingroves Road, Waingroves, RIPLEY, Derbyshire, DE5 9TD

Inspection date	15/11/2012
Previous inspection date	22/01/2009

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

- The out of school staff have very good relationships with teachers within school, which enables them to share what they know about the children and provide continuity for them. This means their development needs are met well.
- There is a good rapport with parents with good two-way communication systems to ensure that children's individual needs are known and met.
- Children thoroughly enjoy coming to their club because they have fun. Activities complement the children's school experiences.
- The manager is very organised and has good understanding of safeguarding children and keeping them safe.

It is not yet outstanding because

- Staff performance monitoring is not used to best effect in order to continue to provide optimum care and learning experiences for children.
- Children and parents' views are not given thorough consideration as, for example, they are not fully included in the setting's self-evaluation process.

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 held meetings with the manager of the provision and discussed the running of the out of school club.
- The inspector observed activities in the main room and the outdoor area and spoke to children, parents and staff.
- The inspector sampled children's information, planning and assessment records, policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day

Inspector

Janice Hughes

Full Report

Information about the setting

Waingroves Out of School Club opened in 2007 and operates from the main hall, and library of Waingroves Primary School near Ripley. This is a single storey building with easy access throughout the interior and exterior of the premises. The setting opens five days a week during school term time only. Sessions are from 7.45am to 8.50am and from 3.10pm to 6pm. There is a secure outdoor play area.

The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll, of whom three are in the early years age range. The out of school club serves children who attend the school and supports children with special educational needs and/or disabilities.

The provision employs five part-time staff who work during various sessions with the children. All the staff hold appropriate early years qualifications. The out of school club receives support from the local authority and is a member of the Derbyshire Kid's Club Network.

What the setting needs to do to improve further

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

- build on the monitoring systems to maintain a thorough understanding of staff performance in order to continue to provide a quality service for the children
- seek the views of children and parents as part of the self-evaluation process and use these contributions to drive future improvements.

Inspection judgements

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

Staff find out all about the children to ensure that they provide a service that meets their individual needs. They gather some 'all about me' information on the registration forms, which includes details, such as family, favourite toys, what the child can do and activities, which help staff to establish children's interests. All of the children attend school through the day, therefore, the manager is aware that activities need to complement what they do there. Staff have good communication with the reception class teacher and regularly share what they know about the children and find out what topics they are covering. They also discuss each individual child to establish where they are doing well and what skills they may require further help with, such as using scissors or writing their name so that simple targets are set. Information from parents also contributes to this process. Children are all progressing well within the recognised development bands in all seven areas are learning. Parents are involved in their children's learning and can talk to staff daily about the progress their children are making.

A good mix of child-initiated and planned activities is provided. Children enter the group confidently and eagerly approach the activities and toys that interest them; for example,

they sit on the floor with the marble run and talk about how they are going to make it work and run smoothly. They follow through their ideas as they finish their 'run' and start playing with the marbles, there are screams of delight as the marble reaches the end of the successfully. They explain how the runs works to the adults and excitingly repeat the exercise. This activity helps the children to solve problems well and be active and effective learners. Staff are effectively involved in what the children do and extend their learning well. For example, when staff join in with this role play children ask questions and make statements; they ask staff if they want to go on holiday and where they would like to go. They make tickets and explain how much the holiday will cost. This is using their literacy and mathematical skills well.

Children to talk about what they enjoy and what they would like to do and this is fed into the planning. They particularly enjoy making things, drawing and playing outdoors. Staff then devise adult-led activities, such as making Diwali lamps. Children mould the clay using good moving and handling skills and decorate finely using a cocktail stick as their tool for design. They talk about Diwali, as they create their lamps, which helps them to have an understanding of different cultures. Children comment; 'They like the fact they can ask for anything they want and choose the activities to participate in'. The staff team are committed to providing children with good quality care and learning. Above all, children are having fun as they participate in a range of exciting activities with their friends after school.

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

The manager is the key person for the children in the early years age range. Along with other staff, she helps children to settle well, to feel secure and develop a sense of belonging. As a result, children establish good emotional attachments. In discussions with parents, they are very complementary about the way in which their children grow in confidence and self-esteem at this club. Children's behaviour is very good. They are encouraged to talk about and recognise their own needs and those of others. They are involved in agreeing the club's 'rules' and they are kind and caring towards their friends. This supports their feeling of safety within the club.

Staff place a high priority on children's safety. Children are learning to keep themselves safe as they practise the fire procedure. They learn about road safety and stranger danger when they go on outings, for example, to the local library. Children are developing a good understanding of why it is important to lead healthy lifestyles. Staff allow children to take reasonable risks as they place independently outside on the equipment. They also enjoy physical activities, such as football and table tennis. This means that, children increase and challenge their physical skills. Good hygiene routines are established to promote children's well-being. Staff prepare healthy snacks and follow food hygiene routines and guidelines. Tea-time is an enjoyable and sociable time when children take responsibility to help to set up the table and carefully carry around the plates of fresh fruits and pancakes to offer their friends. The club is well-resourced both indoors and outdoors to support children's all-round development. Both boys and girls are equally encouraged to participate in a wide range of activities to build on their current knowledge and skills. Staff make sure there is time to talk about and reflect upon the children's day in school. This

also provides a platform to discuss their feelings and any concerns, supporting children's personal, social and emotional skills.

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

The manager is very organised, and therefore, the club is effectively led and managed. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. There are effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe, for example, clear policies and procedures, risk assessments and documentation underpin practice very well. The premises are secure and visitors are required to sign the visitor's book to further safeguard the children. In addition, children are supervised well both indoors and outdoors. The setting has a clear vision for the future.

The club establishes good links with teaching staff at Waingroves Primary School. Staff act as a bridge between teachers and parents to provide continuity of care as they drop and collect the children at school each day. The manager is aware of the need to work in partnership with others as the need arises in order to help children who may need extra support in their learning. When planning activities for the club, the manager supports the educational programmes children are following in school. Furthermore, children's ideas are valued and included in the planning of activities.

Staff are appropriately qualified and are keen to further develop their knowledge and skills by attending some relevant training. The manager has completed the Ofsted self-evaluation tool to highlight strengths and some weaknesses. She has made some improvements since completing the form, such as extending the relationships with the reception class teacher and providing more resources that depict other countries. However, parents' and children's views are not always sought and taken into account. Therefore, factors that impact upon children's care and learning may not be known to staff. Systems for managing staff performance are in place. For example, staff benefit from appraisals, which helps to improve their practice. However, performance monitoring is not completely thorough. For example, there are no regular meetings held and/or planned peer observations, although the manager discusses any key concerns as they occur with staff so that they can continue to provide effective teaching.

There is a strong focus on partnership working with parents who are warmly welcomed into the club. Staff are available to discuss a child's day and the progress they are making. Daily discussions, yearly summary sheets and letters keep parents informed about their children's learning and development. A good three-way partnership between parents, reception class teacher, other staff and out of school staff ensure that information is exchanged effectively. In discussion with parents during the inspection, comments indicate that they are very happy with the service their children receive. They notice their children becoming more confident and full of self-esteem. Children also state that they enjoy coming to the club, playing with the toys and joining in the exciting activities.

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
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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	EY357064
Local authority	Derbyshire
Inspection number	820938
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	16
Number of children on roll	31
Name of provider	Janet Susan Bryan
Date of previous inspection	22/01/2009
Telephone number	01773 744 106

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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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