

# Sky Out of School Club

Mendell Primary School, Allport Lane, Bromborough, WIRRAL, Merseyside, CH62 7HN

## Inspection date

08/01/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

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	3

## The quality and standards of the early years provision

### This provision is satisfactory

- The key person arrangements ensure children are happy and secure within the setting and are confident to seek support when needed.
- Children take the lead in their play and staff actively and effectively engage with them to extend their thinking and communication skills.
- Strong partnerships with parents and the school contribute well to providing continuity and consistency in children's learning and development.
- The environment is thoughtfully organised and welcoming and children have a varied range of equipment and resources to freely access to support their learning and development.

### It is not yet good because

- There are inconsistencies in the accurate recording of the children's attendance which is a legal requirement.
- The evaluation processes are not being used effectively to identify areas for development and to set challenging targets for future improvement.

## 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 had a tour around the out of school club.
- The inspector observed children in the early years age range involved in play and at snack time.
- The inspector held discussions with the managers of the out of school club.
- The inspector looked at a range of documentation including children's learning records and the policies and procedures.
- The inspector also took into account the views of parents spoken to on the day of the inspection.
- The inspector delivered feedback to the managers of the out of school club.

## Inspector

Jean Thomas

## Full Report

### Information about the setting

Sky Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Mendall

Primary School in Bromborough, an area of Wirral. It is managed by the registered providers. The out of school provision serves the children attending the school and is accessible to all. It operates from designated classrooms, the hall and a fully enclosed area available for outdoor play.

The out of school provision employs four members of child care staff. Of these, three hold appropriate early years qualifications at level 3. The out of school provision opens Monday to Friday and sessions are from 7.45am until 8.55am and 3.15pm until 5.30pm in term time. Children attend for a variety of sessions. There are currently two children attending who are in the early years age group. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- ensure a daily record of children's hours of attendance is maintained.

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

- develop the evaluation systems to set challenging targets to support long term achievements and outcomes for children.

### **Inspection judgements**

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

Staff use their good knowledge of the Early Years Foundation Stage and follow the interests of the children to support their progress towards the early learning goals. Children contribute to the planning by suggesting what activities they would like to take part in. This ensures children's interests are valued and increases their sense of belonging at their out of school club. Children confidently and enthusiastically participate in their choice of activity. A varied range of play materials and activities are set out prior to their arrival. In addition to these, children know they can select items from the storage cupboards. Pictorial and written signs are displayed on the cupboard doors to inform children of its contents and increase their independence in play. Staff are acutely aware of the differing needs of children after a busy day at school. They know some children want to be physically active; consequently the outdoor environment is accessible at all times. A light has been installed to enable children to play safely outdoors during the winter months. There is also a designated quiet area. Children respect the purpose of this area

and use it to relax on the comfortable seating, talk to friends and enjoy books. Staff strive to create an environment that does not have the appearance of a classroom. For example, large pieces of fabric are placed over the school equipment and these are used to display the children's art work.

On arrival from school children quickly settle and start to play. They have many opportunities to be creative. They model dough to create their own designs of monsters and fairies. Staff explain that the dough requires twenty four hours to dry before the children can paint their creations. Staff skilfully use this aspect of the activity to help support children's understanding of measuring time. They also implement individual children's planning. For example, they invite the children to write their name to be able to label their model before putting it in a safe storage position to dry. Recycled items are widely used for model making which requires children to be creative and use their problem solving skills to complete their constructions. As a group activity children make a puppet theatre and which they use to perform plays. Children use their imagination as they access resources to support their role play. They dress up and have opportunities to play out events that they have observed or experienced in real life. Children confidently change the direction of their play. For example, they continue to wear their role play clothes as they become involved in a group game. As they play the game children use their mathematical language and show their social skills in taking turns and listening to what others have to say. As children play staff observe them and ask questions at appropriate times to support their learning. Regular visits to the local woods and to the library strengthen children's understanding of their community and the natural world. Staff effectively use these activities to raise children's awareness of safety issues, such as the importance of following road safety procedures and stranger danger. On these walks children gather items, such as twigs, to make attractive structures which are displayed in their outdoor play area. Also in this area, the children have made their own bird feeder to attract the wild life, so they have opportunities to study nature in close proximity.

Staff establish positive relationships with parents. Key persons value ongoing communication with them to meet children's individual needs and involve them in their children's learning. Parents are invited to share information about events in the children's home life and to contribute to their learning records. In addition to this copies of the planning are available for parents to take away and use as a guide to continue learning at home. Staff have regular contact with the teachers and with parents' consent information about children's assessment is exchanged. Individual planning for children is prepared by the key person. They use their own observations, information gathered from parents and teachers and the 'Development Matters' documentation for this purpose. An initial assessment is completed when children start; involving parents and this forms the base line for planning. Subsequent observations and assessments show the good progress children are making in their learning and development.

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

The key person system ensures that children's personal, social and emotional development is fostered well through secure and trusting relationships. The club has a relaxed and pleasant atmosphere. Children are happy; they laugh and talk to their friends and staff as

they play. They are independent in their learning and confidently seek support where needed from staff who are extremely friendly and approachable. The partnership with the teachers and children's familiarity with some of the club's staff through their roles in the school, helps to support their smooth transition to the out of school provision.

Staff are positive role models and this impacts on the children's behaviour which is good. Staff show children respect and offer care and attention to their needs. These features are reflected in the children's behaviour towards each other. Staff use a range of sensitive and age appropriate techniques to promote positive behaviour. They focus on children developing skills to play cooperatively and to negotiate and resolve issues themselves. Children set their own club rules and these are displayed at a low level for reference if required. New children to the club are shown these and are invited to include additional rules. This enhances children's sense of belonging and ownership to their club. Activities are planned to support children's respect and understanding about different aspects of their own and other people's lives. For example, a variety of cultural celebrations are planned and raising funds for charities.

Children benefit from the vast school grounds which offer playground equipment to challenge their physical skills and the opportunity to explore the natural environment. Staff make effective use of resources within the school and the local community to help nurture children's enjoyment in being physically active as part of a healthy life style. Children are offered a nutritionally balanced menu. Their involvement in planning the menu and cooking activities helps to trigger their interest in a wider variety of healthy foods. Children sit together to eat. It is a lively social occasion where a wide range of issues are talked about. Children serve their own food, determining what they want to eat and the amount.

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

This is the provision's first inspection since registration. The inspection identified omissions in maintaining a daily record of the children's hours of attendance. Although the impact is minimal this is a breach of a safeguarding and welfare requirement. The managers are committed to the ongoing development of the provision. They have completed supervision sessions with staff and as a result training is planned to further enhance knowledge and practice. The views of children and parents are sought through discussion, completing questionnaires and the use of an 'ideas' box. Team meetings give staff opportunities to reflect on their practice and to evaluate the provision. However, this has not effectively identified the weakness in the attendance records and challenging targets are not set to drive continuous improvement.

Nevertheless, staff have a secure understanding of how to promote and monitor children's learning and development within the spirit of the out of school club. The effective partnership working established with parents and teaching staff significantly contributes to this. Parents are well informed about the organisation of the out of school club through discussion with staff, displays, newsletters and being given copies of the policies and procedures. They state that their children are happy and enjoy their time at the setting.

The designated safeguarding officer has undertaken training and is able to provide leadership and guidance to the staff team regarding child protection issues. Recruitment procedures ensure that all staff are vetted and suitable to work with children. Risk assessments are undertaken to make sure that both the indoor and outdoor environments are safe and do not present any hazards to children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance. (Records to be kept)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance. (Records to be kept)

### 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

<b>Unique reference number</b>	EY450282
<b>Local authority</b>	Wirral
<b>Inspection number</b>	807719
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Piglet and Friends
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07595822683

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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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