

Schools Out! Yardley Gobion After School Club

Childrens Centre, School Lane, Yardley Gobion, Northamptonshire, NN12 7UL

Inspection date	24/01/2013
Previous inspection date	07/04/2011

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

- Relationships between staff, children and parents are very strong and children's self-esteem and confidence is nurtured through the praise and encouragement they receive. As a result, children are enthusiastic and enjoy being at 'Schools Out!'
- There is a good variety of resources available to the children both indoors and outdoors and they initiate their own play. As a result, they are growing in their independence.
- Parents are happy with the service they receive and feel staff are approachable, kind and caring. Daily discussions ensure parents and staff are aware of any changes in care that may be needed which ensures children's needs are consistently known and met effectively.
- Children's behaviour is good. They understand the importance of being kind and considerate to each other. All children are actively involved in developing the rules that are in place. This helps the children to feel included and involved.

It is not yet outstanding because

- Management do not make best use of parent's and children's views as part of the self-evaluation process to improve the club further.

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 met children and gained their views about the club.
- The inspector looked at documentation, policies and procedures including information reflecting the suitability of staff working with the children.
- The inspector looked around the club and inspected safety and security arrangements, both indoors and out.
- The inspector spoke to parents to gain their views of the service they and their children receive.
- The inspector spoke to staff throughout the inspection.

Inspector

Tracey Boland

Full Report

Information about the setting

Schools Out! was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the children's centre in the village of Yardley Gobion, Northamptonshire. The out of school club serves the local and surrounding areas. Children have access to a secure enclosed outdoor play

area and the adjoining school playground. The school hall and recreation centre are also used occasionally, particularly during holiday periods.

The club employs 11 members of child care staff. Of these, six hold appropriate early years qualifications at level 3 and one at level 2. The club opens Monday to Friday all year round. Sessions are from 3.15pm until 6pm each evening and 8.30am until 6pm. Children attend for a variety of sessions. There are currently 50 children attending, seven of whom are within the early years age group. It supports children 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:

- use the views of parents and children more effectively within the self-evaluation process so that the drive to improve is strengthened and informed by what they say.

Inspection judgements

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

Children enthusiastically enter 'Schools Out!' and relationships between staff and children are very good. Children chatter to staff about their day at school and interaction is very good. They benefit from plenty of fresh air and exercise each day and a free flow system enables children to play outdoors with a variety of toys and equipment whenever they wish to. They develop physical skills using the climbing equipment and enjoy team games such as hockey and football and use balls and hoops. This environment effectively supports their development and children are happy and relaxed and enjoy their time there.

Children actively engage in a variety of activities that encourage their hand-eye coordination. For example, they use the mouse skilfully to complete various games and programmes on the computer. They use scissors, pens and pencils when tracing over pictures and recreate their own with gel pens they can take home. Children enjoy a variety of books and age appropriate magazines which are freely available and are able to sit quietly or with staff as they wish. They thoroughly enjoy listening to music and dancing to their favourite songs. Children are able to make their own choices and decisions with regard to play, compounding their confidence and encouraging their feeling of involvement.

Staff plan as a team to meet the needs of the children and evaluate to ensure children are gaining the most from the activities. They observe the children through play and assess their individual needs, working alongside school in order to ensure these needs are met. Children are actively involved in learning about and celebrating different cultural events during the year. They discuss cultural similarities and differences, try foods from different countries and see positive images through play which reflect the wider world. As a result, they gain a positive view of society and the community they live in.

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

Children enter the setting excitedly, are happy and clearly enjoy their time at the club. Staff work closely with the children and parents and good relationships have been formed. They seek information from parents about each child to enable them to effectively meet the needs of each individual in their care and ensure continuity of care is provided. Children enthusiastically become involved in a wide variety of activities and enjoy telling their parents what they have done during the session when they come to collect them. Notices are displayed within the main entrance hall, including policies, procedures and forthcoming events to ensure parents are kept informed about how the club operates.

Staff use consistent routines to support children's behaviour. Children actively involve themselves in developing the rules within the club which include no bullying, sharing, saying sorry if you hurt someone and remembering to say please and thank you. Staff praise children for their good behaviour and as a result, children are confident and their self-esteem continually grows. Visual timetables enable all children to be involved and become familiar with routines, especially those with special educational needs and/or disabilities. This successfully helps children to communicate and understand what is happening throughout the session. Good relationships with teachers of the schools children attend ensure staff are fully informed about children's needs. Communication is strong, teachers pass on any relevant information, and this ensures children receive consistency in their experiences.

Children develop good personal hygiene practices and wash their hands after using the bathroom, after messy play and before snack time. This promotes their well-being. They eat a wide variety of healthy foods which include fresh fruit and vegetables and children enjoy helping staff prepare the foods. Snack time is a social occasion and staff eat with the children, acting as good role models. Children enjoy ample foods, have extra helpings if they wish and help themselves to fresh drinking water. Children develop an understanding of keeping themselves safe near the road and the importance of wearing seat belts when in the taxis or cars that bring them to the club. Through regular evacuations of the setting children and staff are very aware of the routine to follow in the event of an emergency. Children understand the importance of listening to instructions, remaining calm and therefore maintain their own safety.

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

Staff have a good understanding of their role and responsibility with regard to safeguarding children in their care and promoting their welfare. Through professional training and development they keep their knowledge of current childcare practice and legislation up-to-date. Thorough procedures are in place for the recruitment of staff ensuring anyone appointed to work at the club is suitable to care for children. Up-to-date records are maintained of all suitability checks for staff and committee members and staff benefit from meeting regularly to look at ways of continually looking at the service and sharing any ideas they may have. Children's safety is a priority and staff take positive steps to maintain a safe and secure environment. For example, access to the club is only secured via permission from a member of staff. Written risk assessments identify potential risks and acknowledge the action taken to minimise them. Consequently, safety is maintained throughout.

The strengths of the club, as well as areas for development, are identified by staff as part of the self-evaluation process. However, they are yet to fully use the views of parents and children to strengthen improvement and ensure this reflects what they say. Staff benefit from support and guidance gained through the local authority. For example, in relation to the implementation of the changes to the Early Years Foundation Stage. Access to such advice has a positive effect on staff and enables them to continually develop their knowledge.

Staff have developed clear links with the adjoining school and others within the surrounding area. Systems for communication are continually becoming stronger providing continuity of care for children. Staff work well with parents to support children's needs and parents speak highly of the care provided. For example, they express their delight in relation to the care provided and state that their children thoroughly enjoy their time at the club. They feel staff are very approachable and that staff keep them informed about the activities their children have been involved in. These well developed relationships contribute significantly towards ensuring that children's unique needs are met.

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
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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
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		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	EY245732
Local authority	Northamptonshire
Inspection number	819694
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	20
Number of children on roll	50
Name of provider	School's Out

Date of previous inspection	07/04/2011
Telephone number	07758 368024

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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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