

# Stapleford Out of School Club

Bar Lane, Stapleford, CAMBRIDGE, Cambridgeshire, CB22 5BJ

<b>Inspection date</b>	28/01/2013
Previous inspection date	25/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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		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

- Children settle quickly on their arrival from school. They are relaxed and comfortable in the club and enjoy each other's company.
- The children have formed warm and secure attachments with staff and welcome their involvement in their games and activities.
- Staff are vigilant and ensure children play in a safe and secure environment. They help children to understand the importance of assessing risks so they learn to keep themselves safe.

### It is not yet good because

- Staff do not make best use of observation and assessment to ensure that activities are well tailored to meet children's individual learning needs. This means opportunities for children to extend their learning are not always fully maximised.
- Arrangements with the school to share information about individual children's learning and development when they are in school are not fully in place. This affects staff's ability to complement and extend children's learning at the club.
- Staff do not make the most of opportunities for children to share in each other's lifestyles, language or cultural backgrounds to enhance their tolerance and respect.

## 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 the children at play throughout the inspection.
- The inspector spoke with children and staff about the activities provided at the club.
- The inspector reviewed documentation, including children's development records, policies and procedures, accidents and the daily register of attendance.
- The inspector talked to the manager and a committee member about the club's self-evaluation and management arrangements at the end of the inspection.

## Inspector

Veronica Sharpe

## Full Report

### Information about the setting

Stapleford Out of School Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It opened in 2004 and operates from rooms within the Stapleford Community Primary School in Stapleford, Cambridgeshire. Children have use of the school grounds for outdoor play. The club is managed as a registered charity by a voluntary management committee, made up of parents of children who attend and the head teacher of the school.

The club is open Monday to Friday from 8am until 9am and 3.15pm until 5.30pm during school term times. There are currently 38 children aged from four to 11 years on roll, of these six are within the early years age range. Children attend for a variety of sessions.

The club employs five staff. Of these, two hold play work or early years qualifications at level 3, and one holds a qualification at level 2. Two members of staff are working towards play work qualifications at level 3. The club has one person who covers during staff absences who holds a qualification at level 4.

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

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

- develop further the use of observation and assessment to identify children's individual needs, interests and abilities in order to plan challenging and enjoyable learning experiences.

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

- enable children to share their experiences and knowledge from different parts of their lives with each other, for example, by preserving memories or special events, making books or collecting photographs
- encourage school teachers to share more information about individual children's learning needs and experiences within school to enable consistency of learning across both settings.

### **Inspection judgements**

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

Children have good opportunities to make independent choices because all of the resources are reasonably accessible. They contribute to the planning of activities and are appropriately occupied during the sessions. Consequently, they make satisfactory progress in their learning and development. Staff make observations on the children as they play and gather information about their preferences and ideas. This helps them to plan adult-led activities that children enjoy, such as arts and crafts. However, staff do not always use the observations effectively to assess children's progress and ensure planning is focussed firmly on their individual next steps. As a result, some planned activities lack focus and

staff miss opportunities to extend children's learning through effective questioning. This means children do not maximise their learning potential.

Parents are satisfactorily involved in their children's learning and have regular opportunities to see their children's learning records. Staff take time to give parents verbal feedback at the end of each session so they know the activities their children have enjoyed. Parents complete 'all about me' forms to give staff some understanding of children's interests and aptitudes on placement. Staff take the time to listen to the children and value what they say. Consequently, their communication skills develop appropriately. A reasonable range of books and writing equipment suitably supports children's language and literacy skills. Staff engage children in board games and encourage them to throw the dice and count out the moves with them. As a result, children learn that numbers can be fun.

Children freely access a good range of art and craft materials and enjoy extended periods making models, or painting and drawing. Staff provide children with good ideas, such as making a didgeridoo, which engages the children's interest well. Children show their imaginations in role play and settle down in the book area to play with their dolls and dressing up clothes. There are daily opportunities to use the school computers. These, along with a range of electronic games ensure children are confident using technology, which fosters their future learning. Resources, such as world maps and globes, help identify places children have been, and find out where other countries are in relation to themselves. They have created wall displays of maps of the world and 'hello' in many languages, which develops their understanding of the wider world. But this is generally in a wider context rather than reflecting their own personal experiences. They have fewer chances to learn about each other's individual lifestyles, cultures and languages.

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

The key person system effectively helps children to build warm attachments with their chosen adult. As a result, children enjoy their time in the club and are settled and happy. Children behave well because staff are clear about the club rules and boundaries. For consistency the club follows the school's 'Golden rules', but children have made their own additional guidance to further support kind and positive behaviour. Children are gently encouraged by staff to talk through their concerns and work together. Consequently they help each other and share the resources readily. Parents are invited to attend the club when their children first start to help their children settle in. Children who are familiar with the club are encouraged to support those settling in so they understand the routines, which builds their confidence.

Children enjoy healthy snacks on arrival to the club. They make their own suggestions for the menu plan so foods reflect their own preferences. They sit together to serve themselves to wraps, toast or crumpets with varied spreads and fillings and show their enjoyment of this social friendly time. A good selection of fruits, water and fruit juices are freely available through the rest of the session so children can independently satisfy their hunger and thirst at any time. Food related activities, such as making vegetable soups,

fruit smoothies and pizzas, helps to extend their understanding of healthy eating in enjoyable ways. Daily energetic outdoor play means children develop their physical skills and enjoy the fresh air. Staff support them well as they use the large play equipment in the school grounds, or play in the snow. A covered area offers children a quiet place to sit and talk, or watch their more active friends.

Children are usefully involved in assessing the risks around the club, for example, they help to check the outdoor area. They know they should not leave the building without adult company and generally show a good understanding of suitable safety procedures. They help tidy up responsibly, for example, they stack chairs carefully and safely at the end of the session. Children show a good deal of independence in their self-care and help maintain the club's hygiene by cleaning tables and washing their own cups and plates. All this gives them essential practical skills to benefit their future learning.

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

Staff have a suitable understanding of child protection issues and know the procedures to follow if a child is at risk. Recruitment procedures are robust to ensure children's safety. The manager has recently instigated regular one-to-one meetings with her staff so they can work together to support each other in their roles. Staff attend training regularly to update and improve their skills, and therefore, offer children appropriate support. They are enthusiastic about the club and work well as a team. Staff conduct daily risk assessments to minimise hazards. They set up the day's planned activities and check the premises so children arrive to a safe and welcoming environment. Arrivals and departures are appropriately monitored so children are safe and secure. The club has a range of policies and procedures, which are suitably implemented so the club meets the legal requirements.

Self-evaluation is still at a relatively early stage, but is clearly on course to be an effective tool that supports change and development. Staff and management show they are aware of the areas for development, and have appropriate plans in place to tackle them, for example, two staff are currently improving their play work qualifications. Parents and children have their say through surveys and questionnaires and their views influence change. For example, children asked to be involved in deciding on activities. As a result a new planning board has been introduced so that children can include their ideas. Staff and management meet regularly to assess and monitor the club provision and discuss any issues, such as new resources, or fundraising activities. The manager and her staff team review the educational provision adequately and ensure all the children make suitable progress, including those with special educational needs and/or disabilities.

Parents receive a friendly welcome pack that tells them about the club provision. The club website keeps them well-informed about events and changes. Staff ensure they greet parents on their arrival and make them feel welcome. Parents are positive about the club and say they have seen a good improvement since the club relocated to their own premises within the school. They say they have enough opportunities to talk to the staff

and believe their children are safe and well-cared for. Sound relationships with the school benefits children's welfare. The manager meets with the head teacher regularly and there are suitable arrangements in place to support children with additional needs. Information sharing about individual children's learning and development is less robust, which makes it difficult for staff to ensure continuity of 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**

<b>Unique reference number</b>	EY286454
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	820038
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Stapleford Out of School Club
<b>Date of previous inspection</b>	25/09/2008
<b>Telephone number</b>	07952 930525

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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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Piccadilly Gate  
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