

Swifts Out Of School Club

Little Paxton Primary School, Gordon Road, Little Paxton, ST. NEOTS, Cambridgeshire, PE19 6NG

Inspection date

Previous inspection date

31/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

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 2

The quality and standards of the early years provision

This provision is good

- Experienced practitioners have a very good understanding of how children learn through play. They effectively use opportunities to encourage and support children's thinking to extend their learning.
- Children have a strong sense of belonging. They are involved in the planning and enjoy helping staff, such as with the preparation of tea.
- The club premises are welcoming and safe. They provide children with a secure environment in which to relax and to participate in activities of their choice.

It is not yet outstanding because

- There is scope to develop partnership working with parents and other providers of the Early Years Foundation Stage to further secure continuity of learning.
- There is scope to maximise the use of self-evaluation by including how the comments of parents and children are being used to inform development and improvements.

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 was shown the areas used by children.
- The inspector made observations throughout the inspection covering all aspects of the setting.
- Observations and discussions took place with the managers and with other practitioners.
- The inspector looked at a sample range of documentation including children's records, risk assessments, self-evaluations, and policies and procedures.

Inspector

Anne Archer

Full Report

Information about the setting

Swifts Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a playroom and associated facilities within Little Paxton Primary School, in Little Paxton, Cambridgeshire. The provision is one of several childcare settings owned and managed by Davidson-Roberts Ltd. It serves the host school. All children have access to a secure enclosed

outdoor play area.

The provision opens each weekday during term-time only. Sessions are from 7.30am to 8.50am and from 3.15pm to 6pm. Children attend for a variety of sessions. There are 20 children on roll, including five in the early years age group. The provision employs three members of childcare staff. All hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- persevere with initiatives to extend partnership working with other providers and parents to further secure children's continuity of learning
- extend the usefulness of the self-evaluation by incorporating how the views of parents and children are used to inform the improvement process.

Inspection judgements

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

The well-resourced learning environment and practitioners secure knowledge of children's needs help to ensure that there are many opportunities for children's learning to be supported and extended across all areas of learning. Children engage in activities that they have helped to plan with enthusiasm. They also initiate their own play using their imagination and existing skills. Practitioners support and extend children's play by relevant questioning and introducing a new skill, or line of thinking. For example, during an activity at the sand tray, the sand became too dry to make castles and pies properly. After discussion and experimentation, sufficient water was mixed with the sand to produce a perfect pie.

Children's starting points on entry are assessed by the child's key person working closely with parents and using information from the child's nursery and reception class teacher. Next steps are agreed to support learning at school and a record of observations, photographs and assessments is maintained to record children's progress. Children of all ages play together with older ones supporting their younger friends when necessary. Practitioners regularly engage with all children, although are particularly aware that the younger children may need a quiet time to recharge themselves after a busy day at school. Even during these times, practitioners continue to support and extend children's learning. For example, a practitioner asks a child for help with setting up the DVD player to develop the child's understanding of using machinery.

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

Children make secure emotional attachments very quickly when they join the out of school club because all the children that attend go to the same school and most attended the same nursery prior to starting school. Practitioners working at the club also worked with the children at the nursery and so already know them and their families well. Practitioners update children's personal information, such as medical and dietary needs and obtain details of any other adults who may collect the children on a regular basis.

Children have opportunities to engage in outdoor play throughout the year. They enjoy developing their skills at tennis and other ball games. They learn about the world around them as they discuss with practitioners the state of the school field and whether or not it is too wet to play on without spoiling the grass. They also have opportunities for physical play indoors, such as when they dance to music or play action games. Children learn about the importance of adopting a healthy lifestyle, including sensible eating habits, as they talk with the practitioner about the foods that they help to prepare for tea. They learn to wash the salad items and how to use the knife carefully to cut the lettuce, cucumber and cheese as the knife is very sharp.

Practitioners are consistent in their behaviour management. However, because children are busy participating in appropriate activities, there is very little unacceptable behaviour. Children help to write the club rules and are efficient at negotiating with their friends when they play a game together. Practitioners at the club are very familiar with systems for supporting children with special educational needs and/or disabilities and for working with other agencies and professionals, although they have no children with additional needs on roll at the present time.

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

Practitioners working at the club are experienced childcare workers. They attend training frequently to develop and refresh their skills and expertise. A detailed evaluation of the provision has been conducted with input from a local authority advisor and an action plan has been devised to record and track improvements. However, although the club seeks the views of parents and children, it is unclear how these are used when assessing areas for development.

Staff meetings are used to cascade information from training events and to share good practice. Supervision and appraisal systems are in place as are mentoring lines to support practitioners taking on additional responsibilities. Everyone involved in the running of the club understands their responsibilities to implement the requirements of the Early Years Foundation Stage. Children's learning and progress is effectively monitored which ensures that any concerns are highlighted early and appropriate intervention sought. The sharing

of information with parents and other providers linked to children's learning, although strong initially, is less effective over time. A triangular communications book has recently been introduced to address this. It is too early to assess the effectiveness of this initiative in supporting continuity of learning and progress.

Children's safety is a priority for everyone at the club. Risk assessments are conducted and reviewed on all aspects of the provision. Daily health and safety checks also help to ensure that children remain safe. Safeguarding and roles and responsibilities relating to it, are fully understood by all practitioners. They are familiar with the club's policies and procedures including recently introduced ones relating to the use of cameras and mobile phones. Strong recruitment, induction and appraisal practices ensure that adults employed to work with children are suitable to do so.

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

Unique reference number	EY447647
Local authority	Cambridgeshire
Inspection number	881090
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	20
Name of provider	Davidson-Roberts Limited
Date of previous inspection	Not applicable
Telephone number	01480811180

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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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