

# Stoneraise Out of School Group

Stoneraise School, Stoneraise, Durdar, CARLISLE, Cumbria, CA5 7AT

## Inspection date

04/02/2013

Previous inspection date

30/04/2009

## The quality and standards of the early years provision

**This inspection:**

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 3

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 environment is spacious, and planned so that it can be used flexibly and creatively, meaning children can play freely, and enjoy the activities on offer.
- Children's communication and language skills are promoted well, through practitioners who listen, and talk with children about their experiences within school, and outside of school.
- Management and practitioners have a sound knowledge and understanding of the Early Years Foundation Stage. As a result, children generally make good progress in relation to their starting points.
- Children enjoy the wide variety of healthy snacks provided for them each day. Practitioners assemble these well so that they appear inviting to the children and tempt them to try new tastes.

### It is not yet good because

- The safeguarding policy does not meet legal requirements because it does not cover the use of mobile phones and cameras in the setting.
- The management of behaviour in the out of school provision does not consistently help children to learn the consequences of their actions. This occasionally impacts negatively on the learning environment for younger children.
- Self-evaluation is not thorough, so opportunities to develop and enhance the provision are not always secured.

## 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 discussed policies, procedures, staffing and organisation with committee members and practitioners.
- The inspector observed children, as they joined in with planned and child-initiated activities.
- The inspector talked with parents, carers and children, taking their views into account.
- The inspector viewed children's files and pieces of work, from children attending the wrap around nursery, and children attending the after school provision.

## Inspector

Janice Caryl

## Full Report

### Information about the setting

Stoneraise Out of School Group was registered in 1997 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Stoneraise Primary School in a rural area of Carlisle, and is managed by a voluntary committee. The

group serves the local area and is accessible to all children. It operates from the Early Years Foundation Stage Unit and the school hall. There is a fully enclosed area available for outdoor play.

The group employs four members of childcare staff, one of whom has qualified teacher status. Two staff have qualifications at level 3. The group opens Monday to Friday, term time only. Sessions include, breakfast club from 8am until 9am, wrap around childcare from 12 noon until 3.30pm, and an after school club from 3.30pm until 6pm.

Children attending the morning nursery session, provided by the host school, and other three- and four-year-olds may attend the registered wrap around childcare session. A holiday club runs for two weeks during the summer holiday. There are currently 78 children on roll, 10 of whom are in the early years age group. The group supports children with special educational needs and/or disabilities. The group is a member of 4Children.

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

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

- ensure the safeguarding policy makes reference to the use of mobile phones and cameras within the setting.

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

- develop further tactics to involve all children in choosing activities that meet their interests, and set their own rules and boundaries, to ensure active learning at all times
- enhance methods of reviewing and improving the provision, by collating comments from children's and parents, and developing the self-improvement plan.

### **Inspection judgements**

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

Practitioners have a good knowledge and understanding of the prime and specific area of learning and development. Observations carried out on children help to inform the planning, both in the wrap around nursery session and the after school group. Children's interests are noted and next steps planned to support children in making progress. Continuous observations and assessments help practitioners to evaluate the activities, so

that changes are made to promote further learning. Observations on children are shared between all areas of the provision, and the school. This ensures continuity of learning for children, helping them to make generally good overall progress. The provision has good links with other settings, and information is shared regarding children's development and progress. This means that effective monitoring of children's progress takes place, and interventions to close any gaps are identified.

Children attending the wrap around nursery session are encouraged to undress and dress themselves ready for a physical education session. This helps promote their independence, confidence and self-awareness, ready for when they begin school. Children in the nursery gain an understanding of space and movement as they, run, dance and skip, in different directions, all around the hall. Practitioners incorporate games into the session, making it fun and exciting. Children enthuse as they listen and take part, developing their listening skills and physical skills.

Children's communication and language is fostered well. Children in the after school group discuss the weather with practitioners. They compare the differences between a wind turbine and a windmill. Children comment that 'windmills are where they make flour'. Children use scissors and glue to make decorations for a disco. They use their imagination and creative skills as their decorations turn into super-hero outfits. Children enjoy baking as they make biscuits. They talk about the ingredients as they measure them out. This fosters development of language and vocabulary and also early mathematical skills, as they estimate and measure. Physical skills are developed as they mix the ingredients, and roll out the dough, to make biscuits. Children's literacy skills are promoted because children are encouraged to write letters and numbers. Books available, reflect cultural diversity, and celebrations of different festivals help children understand other people and communities.

There is a variety of toys, equipment and resources available for children to access, including laptops and computers. Most children, in the after school group, engage with the activities and opportunities on offer, however, some older children are less enthusiastic. Their behaviour, therefore, occasionally impacts negatively on the learning environment for the younger children so their progress is not maximised.

Parents and carers contribute to children's learning files on entry in both the wrap around nursery and the after school group. 'All about me' booklets are completed for children attending the after-school provision. This helps practitioners develop an insight into what their key children like to do, and plan activities with them, based around their experiences from home. Consequently, this helps to support children in meeting their individual needs. Parents are invited to discuss their children's development at any time. Open days support a more formal discussion, where parents and carers can view their children's files, hence contributing to their learning. Comments from parents of children attending the after school club include, 'It is brilliant', and 'Staff are really friendly. I like that my child mixes with children from other schools'.

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

Children in the nursery session, and the after school group, show attachments to their key persons. They show confidence in asking for help and support, and watch for visual clues, while joining in with the physical education session. Children are enthusiastic during play and activity sessions, and practitioners praise children appropriately.

Children's behaviour in the nursery session is managed well because they are encouraged to listen and walk quietly through the school, so that they do not disturb others. This helps children learn that their actions have consequences on others. Some children in the after school club are not as considerate, however, and although practitioners manage their behaviour adequately, it is not always consistent. This results in some children manifesting some disruptive behaviour which occasionally impacts on the learning environment for the younger children.

Children's work is valued in all areas of the provision. Files are created, which contain a variety of children's contributions. These include photographs, drawings, paintings and various forms of writing. Children from other settings, attending the after school group, draw and paint pictures and write about themselves. These are displayed in a 'new member's book', for all children to share and discuss. This supports children in being made to feel welcome in the provision, and establish new friends. Children's work is displayed on a board specifically for the out of school provision, putting value on their work.

Transitions for children run seamlessly throughout the provision. The breakfast club enables children from the host school, and other schools, to receive a healthy breakfast, before embarking on their learning activities within school. Children that already attend the school nursery, and other three- and four-year-olds from pre-schools and nurseries are able to attend the wrap around nursery provision. Children join in with the reception class, or enjoy activities and opportunities in their own space. Children attending the wrap around nursery provision, therefore, become familiar with the school routine and establish new relationships. They have a range of activities and opportunities available to suit their individual needs. All children attending the after school group, show confidence in exploring and playing in their environment, though their ability to learn is occasionally impacted by the behaviour of older children. Children attending from other schools are familiar with the routine and comfortable with practitioners. This means that children's emotional well-being is promoted satisfactorily.

Children moving between the different out of school provision areas, and through school sessions, are kept safe by vigilant practitioners who ensure procedures are robust, and risks are minimised. Practitioners keep the environment safe and secure, through efficient monitoring by daily checks and risk assessments. This ensures that children can access areas to play and learn, confidently and securely. Good health and hygiene is promoted as children in all groups independently wash their hands before eating and baking, and after visiting the toilet. Healthy eating is promoted because they are offered healthy choices, such as fruit and vegetables, at every meal.

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

The committee and practitioners are knowledgeable about the revised Early Years Foundation Stage. They relate information regarding the framework, and other aspects of the provision, to parents and carers on induction days, prior to new children starting. Information is gathered about children, so that their starting points and any specific needs are identified. For example, any allergies, dietary preferences and children's preferences are noted. Information about how the group operates is sent home to parents, and includes information on children's key persons.

Policies and procedures established for the out of school provision are mostly clear and comprehensive. These are separate to school policies and are available to parents and carers, which means they are informed about the procedures regarding the management and safety of children in the setting. The safeguarding policy, however, has not been reviewed to include the use of mobile phones and cameras. This is a breach of requirement. However, this has little impact on children's safety as the use of mobile phones and cameras is managed safely in practice. Ofsted are informed of changes regarding leaders and managers, however, one change made recently, has not been notified to Ofsted. This is a breach of legal requirements and means that staffing arrangements recorded for Ofsted purposes, are not currently up-to-date. Robust employment procedures ensure that all staff are suitable to work with children.

Self-evaluation of the provision is satisfactory. Committee members are beginning to update their documents. There are discussions taking place around the commencement of staff meetings for all practitioners from the out of school provision. Practitioners do attend committee meetings, however, and information regarding practice and procedures is disseminated. A comments box is available for children and parents to add their views and opinions, but these are not fully incorporated into the self-evaluation process. Therefore, they are unable to contribute effectively to plans for improvements to the provision. Parents of the after school group, receive a half-termly newsletter, informing them of activities and events that are planned. This helps parents feel involved in their children's provision and means they can contribute and support as necessary.

Annual appraisals on staff, and the close links between the school, and out of school provision, ensure all practitioners are monitored satisfactorily and receive professional development opportunities. These are based on practitioners need and priorities, meaning children and parents benefit through improved practice.

### **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	317456
Local authority	Cumbria
Inspection number	870692

<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Stoneraise Out of School Group
<b>Date of previous inspection</b>	30/04/2009
<b>Telephone number</b>	01228 607 803

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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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