

Wollaton Village Out of School Club

755 Wollaton Road, NOTTINGHAM, NG8 2AN

Inspection date

Previous inspection date

11/02/2013

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 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

- Children's health needs are addressed effectively at tea time because the snacks have been considered well and food is varied and healthy.
- Management and staff understand their roles and responsibilities in regard to safeguarding children. This means children are well protected when in the setting.
- Children are familiar to the setting, helping them to be relaxed, happy and enjoy their time at the Out of School Club.

It is not yet good because

- Monitoring and evaluation of how children play and learn is not consistently undertaken, leading to lack of challenge and range of play opportunities offered to children.
- Children's individual needs are not consistently well met as arrangements for sharing information with parents and linked schools are not fully effective.
- Management do not fully understand their roles and responsibilities because training records are not easily accessible and available.
- Self-evaluation lacks rigour; improvements are not made to consistently benefit children because the club has not yet fully explored areas for development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector joined staff to collect children from school.
- The inspector spoke with the deputy manager and the children at appropriate times during the session.
- The inspector took account of the views of parents.
- The inspector examined a selection of paperwork underpinning the practice.

Inspector

Sharon Alleary

Full Report

Information about the setting

Wollaton Village Out of School Club was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from one room with associated facilities in the Wrights Institute building in Wollaton, Nottinghamshire. The Out of School Club serves the local area and provides care before and after school for children attending Fernwood Primary School. There is a fully enclosed area available for outdoor play.

The Out of School Club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The Out of School Club is open Monday to Friday during school term times from 8am until 8.45am and from 3pm until 5.30pm. Children are able to attend for a variety of sessions. There are currently two children attending who are in the early years age group.

What the setting needs to do to improve further

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

- ensure that monitoring and evaluation of children's learning and development takes place to offer sufficient interest and challenge to all children who attend the provision
- ensure that all information and records are easily accessible and available for inspection at any time, with particular regard to training certificates
- ensure parents and linked schools consistently share what they know about the children in relation to their care, welfare and learning needs and use this information to ensure that all children are effectively supported.

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

- improve processes for self-evaluation, in order to identify areas for development, put in place an action plan for improvement and seek the views of parents and children.

Inspection judgements

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

Children enjoy their time at the club after a busy day at school. Staff interact with the children as they play, offering support and encouragement. However, staff do not routinely monitor and evaluate children's learning and development to plan further challenging experiences. This compromises the range, depth and challenge of the activities provided. Children build up friendships; older children engage in imaginative play as they dress up in material and play-act in the role play area. Young children engage in mark-making skills as they write the names of their friends and form letters correctly. This supports their early literacy skills. Creativity is encouraged through art and design activities. For instance, children who have been studying Romans at school return to the club and ask to make shields. Awareness of the wider world is supported as children learn about Chinese New Year. They make dragons, masks and taste Chinese food as part of

the celebrations. Children use mathematical language when asking for help, for example, 'this one first, this one last, this one next'.

There is a range of resources to support children's learning and development, children access further resources independently to fully explore and develop their play. For example, children use a cardboard tube as a walkie talkie. Children who prefer to relax after a busy day engage in a game of 'Downfall,' they carefully explain the rules to the staff. Staff communicate with parents on a daily basis; sharing information about children's time at the club. However, the club does not gain information about children's interests and achievements at home; this minimises opportunities for children's learning to be extended at the club. Similarly, staff do not understand the importance of linking with the host school, such as finding out about topics and activities. This means that the club is not always complementing each individual child's learning at school.

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

Children clearly feel happy and at home in the club. They confidently greet the staff and their friends, quickly immersing themselves in playing and exploring. They show they feel safe and secure as they move around the available space and independently manage their personal care needs, such as washing their hands and accessing the toilet. The number of early years children is low, which enables staff to spend quality time with the children, getting to know them and developing secure attachments. In order to promote children's emotional security, parents are invited to attend the club with their child before he or she attends for the first time.

Children's behaviour is good which is promoted and supported through consistent messages from staff. For example, they help children to learn about the consequences of their actions by explaining how to use the cardboard tubes carefully and not to shout down them. Children show respect for the staff as they listen to their polite warnings. This supports children's safety and well-being. Further safety measures are reinforced as children learn about road safety on the walk to and from school.

Children enjoy being physically active in the fresh air as they play outdoors before tea. Water is readily accessible which enables children to help themselves to a drink when they are thirsty. This ensures children remain comfortable and well hydrated throughout the session. Children enjoy the snacks provided at the club, for example, crumpets and toast with various toppings, followed by fresh fruit. Tea time is treated as a social occasion; children sit and discuss lessons and homework. However, links between the club and the school are not yet fully established. This means that children's well-being is not consistently shared between settings.

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

Management generally have a suitable overview of how children learn and develop. However, the manager has not yet established effective ways to monitor the progress of all children in the club. This means that individual children's skills, ability and progress

across the areas of learning are not being consistently observed and evaluated. Consequently, children's learning is not always challenged or their interests nurtured. All staff at the club also form part of the pre-school staff team, which operates from the same building earlier in the day. The management and staff hold regular staff meetings and appraisals as part of their routine. Continuous professional development is encouraged by the management to support staff to develop their skills and abilities.

Children are safeguarded appropriately because staff have a suitable understanding of what they need to do should they have any concerns regarding a child in their care. A written safeguarding policy is in place. Staff recruitment procedures ensure that adults who work with the children are suitable to do so and hold childcare qualifications and training relevant to their post. For instance, paediatric first aid. However, certificates are not available or easily accessible at the time of inspection. This is a welfare requirement and compromises the efficient running of the club. Risk assessments are maintained to ensure that all areas children access, both indoors and outside are safe and suitable; this support children's well-being.

A suitable range of written policies and procedures underpin the running of the club and these are updated when appropriate. Staff as yet do not fully reflect on their practices within the club. Consequently, at present, targeted areas for improvement are not being clearly identified and shared with practitioners, children and families. This limits the continuing drive for improvement. Parents spoken to at the time of inspection are positive in their comments and value the service the club offers. They said the club is 'a much needed service in the area'. However, the two-way flow of information with parents and the school is not strong enough to ensure that children's changing needs are always effectively met, in order to support future learning. This means that outcomes for children are not always fully identified or promoted in the club.

The Childcare Register

The requirements for the compulsory 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	EY452101
Local authority	Nottingham City
Inspection number	881347
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	16
Name of provider	Wollaton Village Out of School Club Limited
Date of previous inspection	Not applicable
Telephone number	01159288400

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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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