

Big Otters

South Otterington C of E Primary School, South Otterington, NORTHALLERTON, North Yorkshire, DL7 9HD

Inspection date

27/02/2013

Previous inspection date

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

- Children's personal, social and emotional development is given high priority. Children are happy and confidently explore their environment, moving freely within the room and the outdoors.
- The range of resources and activities provided are effective in supporting children's varied interests. This enables them to be motivated in their play and they show good levels of independence in what they do.
- Children are very well safeguarded in the setting. This is because staff have a thorough knowledge and understanding of how to protect children and how to ensure the premises are safe.
- The strong partnership with parents is a particular strength of the out of school club. Parents are kept well-informed and are very positive about the care their children receive after school.

It is not yet outstanding because

- Evaluations of staffs' practice are not yet precise enough to help those in charge fully focus on driving forward children's achievements to the highest levels.

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 activities within the main room and the outdoor play area.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies, procedures and children learning journals.
- The inspector talked with children and with parents and looked at written comments for parents.

Inspector

Eileen Grimes

Full Report

Information about the setting

Big Otters out of school club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the community room and associated facilities in South Otterington Church of England School, in the South Otterington area of North Yorkshire. The group serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The group employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, with one member of staff working towards a level 3.

The setting opens Monday to Friday term time only. Sessions are from 8am until 9am and 3.30pm to 6pm. Children 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 further improve the quality of the early years provision the provider should:

- reflect on and enhance evaluations of staff's practice so that they are sharply focused on raising children's achievements to the highest levels.

Inspection judgements

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

Children are provided with a good range of activities and experiences which they enjoy and which support their development across all the areas of learning. Staff at the after school club have a very clear understanding of the Early Years Foundation Stage framework and recognise the areas in which children are developing well and where they may need extra support. Children's learning files, include photographs and observational comments, identifying what children need to learn next and how staff will support this. next steps. Good use is made of the 'Development Matters in the Early Years Foundation Stage' guidance, and this helps staff to accurately highlight the progress children have made. This information is then shared with the school's early years teacher, for inclusion in the child's early learning profile, so that there is a shared knowledge and understanding about children's achievements that supports continuity in their learning.

The main area used by the after school club is the community room within the school. Each day, staff set out the room with activities that support all areas of learning in preparation for children's arrival and, as a result, children quickly engage in activities that interest and stimulate them. Children move around the room and the outdoor area freely, choosing what to play with and following their interests and own play ideas. A reading corner is arranged with comfortable bean bags and a selection of books, to encourage children of different ages to sit, share books and enjoy their time together. Children also take part in group games, art and craft activities and have access to a very well-resourced outdoor play area. More toys and resources are stored in a large cupboard, which children can ask staff to access for them, and children are confident to ask for any particular toys or additional resources they want. For example, children asked for additional things to help them to build a den, actively worked together to accomplish the task and then drew

plans of the end product. Children eagerly take part in all the activities provided. They sit with members of staff to enjoy building model robots out of boxes, and discuss how to make arms and legs. Children are encouraged to write their own names and staff praise them for their 'brilliant writing'. Further activities which children enjoy include baking, role play, outdoor play and singing and dancing.

Communication with parents is very good, with daily chats providing a two-way flow of information about children, backed up with regular newsletters, a parents' notice board and a wipe board providing daily updates. All this enables parents to be kept well informed about their child's time at the club

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

Children within the early years age range are assigned a key person and their individual care and welfare needs are known and provided for. Information is gathered about children's personal preferences and requirements before they start to attend, to support the settling-in process and help staff get to know children well. Children learn about the wider world through discussions and activities. They celebrate various cultural and religious festivals and access resources reflecting positive images of diversity. Children develop excellent relationships with staff and each other and help with tidying away toys and resources, demonstrating a sense of responsibility.

Children are developing a good understanding of the importance of staying healthy and safe. They enjoy a wide range of physical exercise, both indoors and outside. This supports them in staying fit and in understanding the part that regular exercise plays in helping to keep them healthy. A well-balanced range of snacks and light meals are provided and include fruit, vegetables and crackers, with drinks freely available at all times. Children help themselves to fruit and water and sit together sociably for their snacks and meals. They talk freely about the impact of various foods on their bodies and the importance of drinking plenty of water to stay healthy.

The after school club operates within the well-maintained school premises. Staff check all areas to be used by children before they arrive, and risk assessments and safety checks are carried out to help to identify and minimise any hazards that may pose a risk. A fire evacuation procedure is practised and a record maintained, so that staff are confident that children know how to leave the building quickly and safely in an emergency. Most staff hold current certificates in paediatric first aid, and clear procedures are followed for handling accidents and administering medication to children. This means children are well cared for if they become ill or have a minor accident.

Since registration, firm steps have been taken to develop strong links with other professionals who are involved with the children. For example, the manager has established very good working relationships with the host school and the reception class teacher. This ensures that children benefit from a complementary approach to their

learning and continuity during times of transition.

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

Staff demonstrate a good knowledge of the Early Years Foundation Stage and have updated their knowledge of the recent revisions to the framework. As a result, staff have a thorough knowledge of their responsibilities to safeguard children and a knowledge of the procedures to follow if they have any safeguarding concerns, including who to contact. Regular staff meeting are held to discuss practice and support for children, and the small staff team talk informally at the start and end of each session to review their plans for children. All policies and procedures are in place and are implemented well.

Self-evaluation and monitoring of the effectiveness of the provision are used well to identify strengths and weaknesses, and have resulted in strong relationships being formed and maintained with the school. Those in charge take positive steps to manage staff performance and identify training needs. However, evaluations of the impact of staff's practice are not yet consistently used to sharply focus staff's actions in a way that will ensure children are able to achieve at the highest levels.

Relationships with parents are a strength. Staff ensure that all children's care and welfare needs are known and well-planned for. They take time to talk with parents each day as they collect their children, and formally gather their views through questionnaires. Any issues raised are acted upon immediately and parent informed of the resulting outcome. The manager of the after school club has also developed good partnerships with the school's reception class teacher, so that both staff at the club and school are kept fully informed about children progress and achievements and can work together to help children develop further.

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 |
|---------|-------------|--|

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|---------|--------------|--|
| | | 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 | EY454148 |
| Local authority | North Yorkshire |
| Inspection number | 882729 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 20 |
| Number of children on roll | 27 |

| | |
|------------------------------------|------------------------|
| Name of provider | Natalie Jayne Laverick |
| Date of previous inspection | Not applicable |
| Telephone number | 07775 900002 |

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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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