

Safe Hands Out of School Club

Mount Pleasant County School, Earl Street, Clayton le Moors, ACCRINGTON, Lancashire, BB5 5NH

Inspection date

12/03/2013

Previous inspection date

05/05/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Staff interactions are good and children respond well to staff. Children independently ask staff to join them in their play.
- Staff have formed effective relationships with parents and other providers, sharing information which supports children in the home and club environment.
- Children are settled and happy in the setting, exhibiting a strong sense of security. They use the environment and resources with confidence.
- An effective key person system allows continuity of care for children. Staff are knowledgeable of children's needs and liaise with parents to offer a supportive provision.

It is not yet outstanding because

- Self-evaluative practice is not yet fully developed to use the views of children when developing new learning environments.
- There is scope to improve opportunities for staff to further extend their skills and practice, such as by introducing peer mentoring to help them learn from one another.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and children at play throughout the inspection.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspector looked at children's development files.
- The inspector looked at documentation, policies, procedures and self-evaluation processes to ensure that they supported quality outcomes for children.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Safe Hands Out of School Club was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Mount Pleasant Primary School, providing care for the children from the school, in the Clayton Le Moors area of Accrington. It is privately managed. It operates from the ground floor and there is a fully enclosed area available for outdoor play. The club employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds a qualification at level 4, one holds a qualification at level 2, and two members of staff are unqualified. The club operates Monday to Friday. Sessions are from 7.30am to 9am and 3.15pm to 5.45pm, during term times only. Children attend for a variety of sessions. There are currently 10 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:

- consider enhancing self-evaluative practice by using the views of children and giving opportunities for children to design their own outdoor gardening area
- consider developing the knowledge of staff by undertaking peer mentoring, in order that staff may learn individual skills from one another.

Inspection judgements

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

The staff have a good knowledge of how the Early Years Foundation Stage can be promoted in an out of school club. They use this to well to support children in their learning and development. The staff team work well together to provide a stimulating environment. The club operates from a school nursery so is well resourced with designated areas of learning already set out. Children are able to access resources of their own choice which allows them to self-initiate their own play. For example, children access construction kits and build robot models, dropping them carefully to the floor to investigate which model is the strongest. Resources and activities provide age appropriate learning opportunities which challenge children. For example, younger children access activities where they enjoy making patterns and marks in shaving foam, whilst older children use the computer or write down ideas on paper. Children are engaged in learning and happily play with their peers. For example, children build jigsaws, play in the role play area, help one another on the computer and paint daffodils with one another.

Staff use strong systems of observation and assessment to monitor children as they work towards the early learning goals. Staff follow a consistent approach and have a good understanding of children's individual needs. The club operates solely for children who attend the on-site school. Staff liaise with school teaching staff to discuss how they can best support children in their learning. Staff play with children and ask them for ideas, in order to offer activities that children will enjoy. Staff have a good knowledge and understanding of the importance of parent partnerships. Staff are available to discuss concerns on a daily basis, this supports parents in gaining an understanding of the learning and development of their child. Parents are encouraged to support and share information about their children's learning and development at home. Parents are encouraged to come into the group and share any specialist knowledge. The group has been visited by a nurse and a police officer who have spoken with children about their role. This supports children's understanding of the wider world.

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

Staff have a positive attitude in ensuring that children's welfare and safety is well supported. Children play cooperatively with their peers negotiating play and making their own rules. For example, children play with a castle and knights and negotiate who is going to go into battle first. Adults support children in making friendships, by playing with children, encouraging turn taking, sharing resources and role modelling. This supports children in developing their personal, social and emotional development.

An effective key person system is in place which supports children as they develop their self-help skills. Children help to serve snack to their peers and help to tidy away resources when requested. Children's behaviour is good and they enjoy being part of the setting. Staff are positive role models, engaging children in play and supporting them to develop across all areas of learning. For example, staff help children to make three dimensional cubes by supporting with colouring, cutting out and using glue. Staff extend children's language and critical thinking by setting challenges and posing questions. For example 'Who is the Prime Minister?' and 'Which 3D shape are you making?' Staff support children to build their self-esteem through consistent praise and reward systems. The club gives a 'star of the week' certificate to one child each week and has awards at the end of each school year, such as, the 'best helper' award. This builds children's self-esteem and confidence and allows them to feel they have a place within the group.

Children are encouraged to develop their independence skills and have an enhanced understanding of healthy practices through routines, such as hand washing and having access to the outdoor play area every day. There are good opportunities for children to learn about healthy lifestyles, for example, children discuss healthy options at snack time and the importance of having an active lifestyle. Children enjoy active play and their physical development is well supported as the club has access to a well-resourced outdoor area. Children play football, ride on bikes, use skipping ropes and build dens. Transitions are well supported as staff share information with staff at the on-site school. They share

information on children who are within the early years age group in order to provide a consistent approach as children develop through the early learning goals.

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

Staff are well informed about safeguarding and give a high priority to keeping children safe. This means that children are well protected in the setting. All staff have attended safeguarding training and are aware who to contact should they have a safeguarding concern. Safeguarding procedures are in place. For example, there are clear procedures to follow in the event of a child not being collected. In addition, documentation, such as daily registers, recording of medication and undertaking emergency evacuations are in place which further help to keep children safe.

The staff endeavour to offer a high level of care to children and families. Staff undertake observations of children which help to identify their next steps in learning. Staff monitor educational programmes to ensure that the seven areas of learning are supported during each session. Planning is developed through long-term plans and by asking children what they would like to do within the club. In addition, staff liaise with other professionals to ensure that planning complements activities undertaken at the child's primary setting. For example, staff liaise with the reception teacher to support children in the early years age group. The club receives support from the local authority early years team and attends cluster meetings to ensure they keep abreast of any changes.

The staff work well with parents and other providers. For example, staff pass information to parents from school staff. This impacts positively on children as it allows all carers and providers to offer a level of consistent care. Parents are complimentary about the club. For example, they state 'you know our children well it's a lovely caring environment' and 'staff are friendly, fun and helpful, my child loves coming'.

Staff attend some professional development courses. This has a positive impact on children as staff develop their knowledge and improve their practice. The staff have a wide range of skills. However, at the moment there is little opportunity for staff to observe and learn from one another. Self-evaluation and reflective practice is in place which supports the group in identifying areas for development. However, self-evaluative practice has not yet given opportunities for children to be a part of creating new spaces, such as the new outdoor planting area. Overall, the staff create a friendly and relaxed environment where children show confidence and enjoyment as they engage in different activities.

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 action. 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	EY400795
Local authority	Lancashire
Inspection number	860196
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	51
Name of provider	Sandra Butterworth and Jill Holbrook
Date of previous inspection	05/05/2010
Telephone number	07523205650 and 07872482838

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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, which are usually the childminder's 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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