

# Chapelfields + District Outta School Club

Westfield Primary Community School, Askham Lane, YORK, North Yorkshire, YO24 3HP

<b>Inspection date</b>	09/04/2013
Previous inspection date	12/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- The out of school club is a well-organised setting. The programme of activities meets the needs of all children attending and takes account of their individual interests. As a result, children make good progress in their learning and development.
- Children are happy and settled. They show good levels of engagement, independence and curiosity, which motivate them in their play.
- Risk assessments and safe practices ensure children are cared for in safe, secure premises and are well-supervised when out of the building.
- Children behave well, cooperate in their play and take account of other children's needs or interests. As a result, they are building positive relationships with others.

### It is not yet outstanding because

- Opportunities to promote children's awareness of other cultures during play, with the use of additional resources that reflect diversity, are not maximised.

## 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 looked at the policies and procedures which govern the safe and efficient management of the out of school club.
- The inspector toured the inside areas of the premises used by the children and the outside area, and discussed safety procedures for outside play.
- The inspector looked at the individual files maintained by staff to show the development of the children attending.
- The inspector observed the relationships between the children and the staff, and children and their peers.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

Chapelfields and District Outta School Club was registered in 2001. The out of school club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in dedicated premises on the site of Westfield School in the Acomb area of York, and is managed by a local committee. The out of school club serves the local area and is accessible to all children. It operates from two rooms and there is a fully enclosed area available for outdoor play.

The out of school club employs three members of childcare staff and two relief staff. Of these, three hold appropriate early years or playwork qualifications at level 3, one has a qualification at level 4 and one has a qualification at level 2.

The nursery opens Monday to Friday, all school holidays and staff training days. Sessions are from 8am until 6pm. During term time the out of school club opens from 3pm until 6pm. Children attend for a variety of sessions. There are currently 58 children on roll, of whom two are in the early years age group. It supports a number of children with special educational needs and/or disabilities.

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

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

- develop further opportunities for children to learn more about other cultures and customs, in order to raise their awareness of diversity even further.

## Inspection judgements

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

The out of school club is well-planned to enable children to explore and play freely. They can help themselves to a wide range of resources, which are available to meet the needs of all the children attending. Furniture and facilities are suitable and safe to ensure they are comfortable. There is space for work to be displayed, showing the activities children enjoy and what they achieve. The children have opportunities to independently explore information, communication and technology, such as computers and cameras. Children's role play travel agency included the use of travel brochures and the creation of booking forms and passports. They also use the telephone and computer to record the bookings. This supports their creativity and understanding of the world.

Children are involved and concentrate well on their chosen activities. They use a wide

range of freely accessible resources to pursue their own interests as well as the planned activities provided. For example, most of the children cooperate in dressing-up, which then leads onto role play involving re-enacting a wedding. Children are keen to develop activities into drama productions to be shown to the staff and other children, which gives them opportunities to express their creative ideas, gain confidence and learn to cooperate with others. Children can also do their homework in a quiet space, if they wish, which helps support their learning at school. Staff support children's learning well. For example, as children play with board games, a member of staff suggests the children discuss what they think the rules should be as they could not find the rule booklet. As a result, children showed their ability to solve problems as they collaborated together to create their own rules, which they stuck to for the duration of the game.

The children have opportunities to access a wide range of books, both for stories and information. The staff want to enable them to develop an awareness of other cultures and customs. They use international events, such as football and the Olympics, as well as festivals, to promote children's understanding and knowledge of other countries. However, there is scope to further promote children's awareness of different cultures as there are, for example, few multicultural dressing-up clothes, cookery utensils or dolls to give children positive images about diversity as they play.

Staff have created development files containing simple examples of children's progress and developing interests. The observations are illustrated with photographs, the areas of learning identified and next steps of learning to support their development. They know the children well from school so are aware of any problems they may have. Information is exchanged with staff to meet the individual needs of the children. They also work with outside agencies to develop additional support they may need. As a result, all children, including those with special educational needs and/or disabilities, make good progress and continue to develop the necessary skills to support them as they move through the school. Staff have contact with the adjacent children's centre and are able to refer families in crisis.

The staff work closely with parents. Parents are welcome to visit the sessions to share any special skills or knowledge they may have. They are also given information about the children's activities which they can support at home.

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

Staff deploy themselves well to ensure all children benefit from secure attachments. The key person system is effective and helps children to feel settled in the club. For example, those children new to the club, are observed closely by staff as they interact with other children and when they need reassurance, this is given sensitively. The children and staff also know each other before they start to attend the out of school club so settling-in is a smooth process. They obtain a wealth of information when their children start to attend and respect their wishes for dietary considerations relating to religious beliefs or allergies. The children are all confident and caring towards the younger children, supporting them in their play or if they need help.

Staff understand the need for good hygiene practice, which they pass on to the children, who are independent in their personal care and know it is important to prevent the spread of infection. The children are developing a very positive attitude to healthy eating and what they need to keep fit and well. They have healthy packed lunches and snacks, and help themselves to water when they need it. Children use the outside secure space to develop their physical strength and for fresh air, using the toys and equipment safely to prevent accidents. During the holidays, sports instructors visit the out of school club to provide opportunities to develop new skills or build on those the children already have.

The children behave well and have input into the house rules for the out of school club. They are polite and considerate of each other, with staff providing good role models for manners and relationships. They take turns and cooperate well in their activities. Children also learn to look after themselves as they use resources with care to prevent accidents, use good road safety practice when out in the community and participate in emergency evacuation procedures on a regular basis to ensure they are familiar with the process. They know they must not answer the door bell to allow anyone into the building, but make sure staff are aware visitors have arrived. In this way they are understanding about how to keep themselves and others safe and beginning to understand risk management.

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

Staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns. Parents are made aware of the responsibility of the staff to protect all children in their care. Staff check the identity of all visitors to ensure only authorised persons have access to the out of school club. Comprehensive risk assessments are in place and regularly reviewed. They identify hazards and the appropriate steps to take to minimise risks and keep children safe. Supervision of the children outside in the school grounds is, therefore, of the highest priority, while enabling them to develop their physical skills and enjoy fresh air.

Robust systems are in place for the appointment of staff, with clear induction procedures. This ensures staff are suitable to fulfil their roles and responsibilities. The staff group is well established and all the staff work hard to provide good quality care and learning opportunities. They are well qualified and experienced carers, while their work in school reinforces the good relationships they have with the children. They work closely with teachers within the school to support children when the need arises.

Planning and assessment is effectively monitored to ensure that activities meet the needs and interests of the children. Parents are consulted on a regular basis to ensure their needs and views are included in the self-evaluation of the club. They make very positive comments about the care their children receive. The children are very happy, say they like the activities provided, and think the staff are good. Their views are sought regularly so they have an input into the club, suggesting activities and giving ideas for new resources.

The policies and procedures are readily available for parents and have been updated in line with the revised guidance. Staff use them very effectively to provide a well-managed

out of school club which meets the needs of the families who use it. It provides good quality care in safe premises, where children feel welcome and valued.

### **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

<b>Unique reference number</b>	321612
<b>Local authority</b>	York
<b>Inspection number</b>	870701
<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>	40
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Chapelfields and District Outta School Club Committee
<b>Date of previous inspection</b>	12/05/2011
<b>Telephone number</b>	07769 965507

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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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