

Linton Out of School Club

Linton Village College, Cambridge Road, Linton, CAMBRIDGE, CB21 4JB

Inspection date

08/05/2013

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 are developing good emotional attachments to staff. They are happy and settled and have a very good bond with staff, confidently seeking them out for a chat and support with activities.
- Children behave very well. Consistent boundaries are in place, to help children know what is expected of them.
- Staff support the promotion of children's communication and language skills well. As a result, children are becoming confident communicators.
- Children physical development is promoted well. They are developing an active lifestyle through activities provided by the club and the sports centre at Linton Village College.

It is not yet outstanding because

- Toys and resources are not all stored as well as they could be, so that they are readily accessible to children and enable them to make many informed choices about what they want to do.
- The views of parents are not actively sought, with regard to the quality of care and education provided within the out of school club, so that their views can be taken into account when planning for continuous improvement.

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 in the playroom and the garden.
- The inspector spoke with staff and children.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the out of school club manager.

Inspector

Jacqueline Mason

Full Report

Information about the setting

Linton Out of School Club is a well-established setting that re-registered in 2012. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The out of school club meets at purpose designed rooms within Linton Village College, Linton, Cambridge. There is a fully enclosed outdoor play area. The out of school club serves the local area and is accessible to all children.

The out of school club employs four members of childcare staff. Of these, three hold appropriate qualifications at level 2 and 3. The club is open from 3pm to 6pm each weekday during school term time. A holiday playscheme operates from 9am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 40 children on roll. Of these, two are in the early years age range.

What the setting needs to do to improve further

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

- improve the storage of toys and resources, to enable children to have increased and independent access to them
- extend ways in which the views of parents are sought, with regard to the care and education provided in the out of school club.

Inspection judgements

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

Staff understand that children learn best through play and provide a range of activities to cover the seven areas of learning. They are also mindful that children have spent their day in school. They are careful to complement activities provided in the classroom. For example, if children are covering particular topics at school, staff provide activities in the out of school club, to promote these further.

Children's communication skills are promoted well by staff who demonstrate a genuine enthusiasm and interest in what the children have to say, how their day has been or their worries and concerns. During activities staff use questioning and suggestions well and give children time to process questions before giving an answer. For example, when talking about birthdays staff chat to children about parties, what they enjoy doing and the foods that they may eat. Children readily take turns in these conversations and demonstrate

close and caring relationships with staff, inviting them to their birthday parties.

Children seek out others to share experiences, playing together with bats and balls and organising games of football. They select children to be the referee, goalkeeper and other players and cooperate in their games. Quieter activities are also provided. Children enjoy craft activities, using pens, crayons and stickers to create pictures and abstract art work. These activities are not only fun but also teach children important skills, such as turn taking and good hand-eye coordination.

Staff know the children well. They observe them during activities and make assessments of children's abilities. Staff plan around children's interests using observations that are recorded of what they are doing and the next steps in their learning. They monitor children's progress well through referring to the publication Development Matters in the Early Years Foundation Stage to ensure that they are working within the expected development bands for their age. Staff ensure that parents are kept fully informed about their child's activities, how they are developing and enjoying their time at the out of school club. Daily discussions take place when children are collected and this means that their success can be celebrated or any issues quickly addressed.

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

Children arrive at the out of school club enthusiastically. They are familiar with the consistent routines, going to the bathroom to wash their hands and helping themselves to the snacks that are prepared ready for their arrival. This promotes an easy transition for children from school into the club. Children are supported well to form emotional attachments with staff and other children. As a consequence, they display good levels of self-esteem and confidence. Even the youngest children move around independently, choosing their own activities from those available. This demonstrates that they have a good sense of security in their environment. Children's behaviour is very good and this is a key strength of this out of school club. They have written their own club rules, outlining the expectations of each other's behaviour. Children exhibit a caring attitude towards others. For example, older children happily play with younger ones and respond positively to requests to join in their games. This helps children to form friendships with a wide age range of children and gives them the opportunity to develop the skills needed to embrace new experiences with confidence.

The out of school club has a good range of resources. At the beginning of each session staff bring out a wheeled trolley with pull out boxes. The boxes are labelled with the name of the contents and contain a range of toys to promote the seven areas of learning. Children are encouraged to choose what they want to play with. However, other resources are stored in the office that is outside of the security doors, meaning that children are not able to access them independently. Children have to ask for anything they want that is not out. Children who are new to the out of school club do not know what resources are available and are therefore not able to ask, denying them a wider range of opportunities to access toys and resources that may be of interest to them. Despite this, children are consulted regularly about what they would like to do and this enables them to give their views.

Children choose nutritious snacks and their good health is further supported by opportunities to play outside. Children are able to move freely between indoor and outdoor spaces. They are escorted by staff to activities within the Village College sports centre where they enjoy activities, such as fencing, tennis and gymnastics. Staff give children's safety good priority and the premises are secure to prevent unauthorised access. Children are collected from the local primary schools using a 'walking bus'. All children wear fluorescent bibs to ensure that they are readily seen. This provides young children with firm foundations on which to develop a healthy lifestyle. Clear information gathered from parents about specific medical conditions or allergies, enables staff to effectively meet children's individual needs and seek extra training where necessary.

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

There is a strong commitment to providing a good quality out of school provision for all children. The educational programmes are monitored effectively to ensure that activities are successfully adapted to meet the youngest children's needs. Children's progress is assessed to ensure that it is consistently good. The manager conveys a genuine enthusiasm and passion for her work. The senior management team that oversee the out of school club recognise this and acknowledge the need for her to be even better supported in the day to day running of the club. They are working on ways to address this, such as recruiting another member of staff who is qualified to at least level 3. This will enable the manager to share the workload and responsibilities. Self-evaluation takes into account the views of the support worker from the local authority, but the views of parents are not actively sought so that these feed into and help inform improvement plans for the future. Despite this, management does respond to parents' concerns, such as concerns about their children's relationships with other children who attend the out of school club. Plans for the future build on current successes and are firmly based on supporting children's achievements and help them progress towards the early learning goals.

Children are well safeguarded at the out of school club. Staff have a good understanding of local safeguarding procedures, including how to identify and report concerns about the children in their care. Recruitment procedures are robust and ensure that the most suitable staff are employed to care for the children. Effective performance management procedures, such as staff supervision and appraisal have been introduced. These support staff to improve their skills and identify training needs, which in turn makes sure that children benefit from current childcare best-practice. Well-established partnerships with other providers of the Early Years Foundation Stage further support children. As a consequence, any concerns about children's learning and development are quickly identified and consistently managed, and ensures that their needs are fully met.

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	EY456853
Local authority	Cambridgeshire
Inspection number	891032
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	40
Name of provider	Linton Village College
Date of previous inspection	not applicable
Telephone number	01223 891233

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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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