

School Out Club

408 Blurton Road, STOKE-ON-TRENT, ST3 3AJ

Inspection date

17/04/2013

Previous inspection date

03/11/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 know the children well. Liaison between them and the parents and schools is excellent which means they really understand the next steps in children's learning and are well placed to support children in making good progress.
- Children's self-esteem and decision making skills are well developed as their ideas and opinions for activities are sought and incorporated in the planning of the activities. This means they enjoy their leisure time and feel a sense of ownership of their club.
- Parents of all children are delighted with the range of activities and the warmth of welcome they and their children receive. Parents whose children have special educational needs and/or disabilities feel they are particularly well supported, this allows their child to access a constructive and happy leisure and learning experience.
- Staff have developed an environment which is vibrant and welcoming. The children's experience of the extensive and well-resourced outside environment is further enhanced by the covered play area allowing them to comfortably access outdoor play in a range of weather conditions. This encourages and supports children's active learning.

It is not yet outstanding because

- There is scope to improve the support provided to individual staff members by management staff to further develop and enhance staff's very good teaching practice.

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 main playrooms and the outside play area.
- The inspector spoke with the manager, staff members, some committee members and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and children's records.
- The inspector took account of the views of a large number of parents spoken to at the inspection, both in person and by telephone. She also took account of parent's views sent in by email during the inspection.

Inspector

Sarah Rhodes

Full Report

Information about the setting

School Out Club was registered in 2007. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single storey building in Blurton, Stoke-on-Trent, Staffordshire and is run by Schools Out Club Committee. The setting serves the local area and is accessible to all children. There is a fully enclosed large play area available for outdoor play.

The setting employs seven members of child care staff. Of these, four hold appropriate early years qualifications at level 3 and three at level 2. The setting opens Monday to Friday, all year round. Sessions are from 7.00am to 6.15pm during term time and school holidays. The setting is closed all bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently six children attending who are in the early years age group. The setting 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 the monitoring of the educational programmes and the quality of teaching by, for example, using regular observations and feedback on teaching practice to further enhance staff's skills towards excellence.

Inspection judgements

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

The atmosphere in the club is one that encourages fun and constructive play and learning. The staff understand the children have had a busy day and this is their leisure time. However, they also recognise that they have a role in supporting children's ongoing learning. Strong links are developed with parents. For example, staff have introduced an excellent system to work with parents to support children's learning at home and at the setting. Each child has a diary, which parents complete each week, to ensure staff are clear about targets and next steps in their child's learning that have been identified by the schools. This means parents are prompted to pass information to staff quickly about areas the school feels children need to work on. This is a crucial link between school and the club, but the club also develops its own links with the schools. Each school has a key person who normally collects children from that school. This allows schools to build a relationship with the club's representative. The staff member makes sure they find out about themes and events being undertaken by the school which the club can support and

expand upon. The key person for each school becomes the key person for any early years children from that school. They get to know the children quickly, making observations about what the children can do and collect photographs of the activities they have taken part in. These observations are used to evaluate children's progress in a broad way and specific ideas to support children's development are planned into future activities. This ensures that children's time at the club is fully utilised to support their learning and development.

The children are happy, relaxed and enjoy their time at the club. A wide range of activities that cover all areas of learning are available for children to choose from. They are confident to ask staff for games and activities in addition to those that have been set out. Their communication and social skills are very good and are well supported by staff and older children. The children are confident to talk at length in small groups at meal times or join in with climbing activities or riding trucks with the older children outside. Children have access to books and writing equipment to support their communication and language development. Staff were very skilful in weaving learning into fun activities. For example, on the day of inspection, children were using the vast range of ride on toys on the marked out roadway, a staff member controlled the traffic and to pass her she asked them a maths or general knowledge question. This was a fun and active way to help child practise their multiplication tables. This demonstrated staff's ability to use an active teaching method and showed excellent knowledge of children's abilities as they tailored the questions for each child.

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

The children have very good relationships with all staff. The transition from school to club care is well managed with transport from the schools to the club building being undertaken by a consistent staff group. This gives children confidence that they can go to staff members for a cuddle if they are tired or sad. Parents comment that the staff ensure they are updated about their child's well-being and how settled they are at the club. Children's behaviour is very good, staff help children think about other people's feelings and they learn to negotiate and cooperate with their play mates. For example, the children have drawn up their own rules about how they would like people to behave at the club. The staff are particularly skilful at supporting children with challenging behaviour and parents praise the way the staff defuse problems before they become an issue. This means that the busy, bustling atmosphere is also constructive and friendly.

Staff have the facilities to provide a range of light meals and drinks. They ensure they comply with healthy eating requirements and encourage children to develop their independence and self-care skills as they help prepare some of the meals. For example, on the day of inspection all children were encouraged to make their own sandwiches. They are reminded to undertake appropriate hygiene practices, such as washing their hands before snack time. Children have lots of opportunity to undertake exercise and develop their ability to assess risks as they play in the extensive outdoor play area, which includes adventure play climbing equipment.

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

The children benefit from a setting which has a strong management structure and a supportive committee. The manager works at the club each day and committee members have their own children attending a number of sessions each week. This means they can monitor the quality of the provision and the educational programme on a regular basis. Appropriate recruitment procedures and induction processes ensure staff's suitability is established when they are employed. Ongoing annual appraisals are undertaken with staff to help drive improvement and identify training requirements. The manager does not currently observe staff teaching practice during sessions which means she does not fully exploit all ways to identify and drive improvement in staff's skills so they become exemplary.

The manager and staff have a very clear understanding of safeguarding requirements and the implementation of clear policies and procedures ensure staff can identify child protection concerns and take appropriate action to protect children. Furthermore, they actively support families to ensure children are kept safe from harm. For example, by explaining the dangers associated with internet use to both children and parents, and the ways parents can keep their children safe online. Staff have a clear understanding of the risk assessments for the building and grounds.

Required policies and procedures are in place to help with the safe and smooth management of the setting. The manager has a clear vision for short and medium term improvements and these are developed in consultation with staff, parents and the children. This vision has facilitated a number of successful funding bids which have supported the enhancement of the environment. For example, by providing funding for the covered outdoor play area and adventure playground. All actions and recommendations made at the last inspection have been completed and changes required by the revision of the Early Years Foundation Stage have been implemented. The club actively seeks support and advice from the local authority development workers about how they can continue to improve the setting.

The partnerships with parents and carers are strong. Parents are very happy with the service provided by the setting and find the staff approachable and friendly. They make comments, such as 'It's fabulous, I was really surprised by the range of activities' or 'I just do not know what I would do without the club, the staff are so flexible and my child wants to come even when I am not at work'. Parents have access to information about how the club operates through the policies and the notice boards. Partnerships in the wider context are used to develop the quality of education. The group is committed to their role in ensuring all children, regardless of ability, can access their provision and are particularly effective in supporting children with special educational needs and/or disabilities. They are pro-active in supporting these children's parents and work with other professionals to obtain advice and guidance. The club is active in developing links with the children's main provider of the Early Years Foundation Stage to aid the transition between school and the club. This helps provide continuity in children's care, for example, by ensuring staff are

aware if a child has been upset during the day.

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	EY358941
Local authority	Stoke on Trent
Inspection number	908623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	80
Name of provider	Schools Out Club Committee
Date of previous inspection	03/11/2009
Telephone number	01782 319023

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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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