

Carlton Out of School Club

Carlton Primary School, Fish Dam Lane, BARNSELY, S71 3HF

Inspection date	29/05/2013
Previous inspection date	04/02/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Self-evaluation to monitor and review practice is weak. As a result, weaknesses are not identified and this affects the providers ability to make improvements to her provision.
- Partnerships with parents and the other settings children attend are not robust enough. As a result, the planning of activities for children who attend before and after school is not specific to their individual needs; nor does it complement learning in settings in which children spend more time. This limits the progress children make and their ability to build on their existing skills.
- The behaviour management policy is not effectively implemented. As a result, there are inconsistencies in how behaviour is managed.
- The quality of practitioners teaching and interaction with children, is poor. This does not ensure that children are adequately challenged in their thinking and learning and so they do not make sufficient progress.

It has the following strengths

- Practitioners demonstrate a sound knowledge and understanding of safeguarding procedures. This ensures that children are safeguarded.
- Children are provided with opportunities to participate in physical activities, and they take regular walks within the community. This helps children learn about the importance of physical exercise and to have an appreciation of their local surroundings.

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 playroom, the playground and the bowling alley.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a range of other documentation including the provider's policies and procedures, recording systems and children's information.
- The inspector held discussions with the provider about her evaluation and monitoring of the quality of the provision.
- The inspector held discussions with practitioners and children.

Inspector

June Rice

Full Report

Information about the setting

The Carlton Out of School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Carlton Primary School and is privately owned. The Carlton Out of School club serves the local area and is accessible to all children. It operates from one designated room and has the use of the Key Stage 1 hall, Key Stage 2 dining area, and their surrounding classrooms. There is a fully enclosed area available for outdoor play.

The Carlton Out of School Club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and one has a qualification at level 2. The Carlton Out of School Club opens during term time from 7.15am until 9am and 3.15am until 6pm. In the school holidays opening hours are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- seek to complement learning in settings in which children spend more time by: encouraging parents and other professionals to share more information to help identify children's learning needs; using this information more effectively to inform the planning of activities and use of resources for children who attend before and after school, so that they make best progress
- ensure that the behaviour management policy and procedures are effectively implemented to ensure a consistent approach to help children understand what a good behaviour is
- shape learning experiences by responding to each child's emerging needs and interests taking account of the characteristics of learning, and by increasing the emphasis of adult interaction given to support children's spontaneous play and chosen activities throughout the day.

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

- extend the evaluation and monitoring of the quality of the provision to ensure that weaknesses are correctly identified; then take action to tackle these areas to help drive improvement, and enhance the provision for children.

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

A wide range of resources and activities are provided that are developmentally appropriate for the children that attend. For instance, there is a wide range of jigsaws, construction activities, board games, craft activities and resources to support imaginary play. However, children rarely access these resources, which are mainly stored in one corner of the room on desks. There is also a wide range of equipment to support children's interest in the use of technology though this is predominantly used by the older children. On the few occasions that practitioners interact with children, they are observed to sit close to the children and encourage them to talk about what they are doing, for example, when children are drawing. Consequently, children are sometimes encouraged to develop their communication skills. However, practitioners' interaction with children is limited, and this demonstrates that they do not have high expectations for children. As a consequence, practitioners do not provide sufficient challenges for children, and they soon lose interest in what they were doing. This results in children moving from one activity to another with little purpose. This limits children's potential to make best progress while at the club and gain the level of skills necessary to support their future learning.

Practitioners demonstrate a basic knowledge and understanding of how children learn through their observations of children's progress. They use supporting guidance, such as Development matters in the Early Years Foundation Stage, to correctly identify what children can do, and their next steps for learning. There is a particular focus on personal, social and emotional development. However, there is limited evidence to suggest that planning takes account of children's emerging needs and interests to help shape further learning experiences. For example, planning does not take account of what children are learning at other settings they attend, or how children learn from the interaction they receive from adults during spontaneous play and self-chosen activities. Neither does it take account of how disruptive continuous background noise can be. For example, a television is left on all session which exasperates the noise level of the room that has a tendency to echo sound. This reduces the opportunities for children to benefit from quieter periods to help them concentrate. The systems in place to promote partnerships with parents and the other settings children attend are not well established in terms of supporting children's learning and development. Parents are encouraged to share information about children's health and dietary needs, and what they are interested in doing. Similarly, general information is shared between settings when children are collected from school, but there is not sufficient emphasis on the importance of sharing information that will help support children in their development.

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

On the whole, children are reasonably well behaved. However, practitioners are not consistent in how they implement procedures for dealing with behaviour, particularly at times when children's behaviour is more challenging. As a consequence, there is sometimes little regard towards the needs of others in the setting.

Children are happy, settled and develop sound relationships with key practitioners, that show they feel safe. For example, they share how they feel when another child's actions have upset them. Children are taught to develop an understanding of dangers and how to stay safe through their daily routine, activities and boundaries. For example, children practise emergency evacuation, wear high visibility vests during walks, and wear helmets when using scooters. This helps them behave in ways that are safe for themselves and others.

Health and well-being are sufficiently promoted by practitioners. For example, children are provided with opportunities to play outside and use a variety of outside play equipment, such as, a play house, scooters and large bouncing balls which they use to bounce energetically around the playground. Children benefit from a variety of outings, and go on walks within the local community. For example, the children and practitioners walk to and from a local bowling alley before and after enjoying a game of ten pin bowling. This teaches the children about the importance of fresh air and exercise, and helps their personal, social and emotional development as they learn to join in with other children. Parents provide packed lunches for their children during school holidays and there is an emphasis on contents being healthy. Children who have an infectious illness are excluded in order to protect others. Children wash and dry their hands thoroughly before eating and

after using the toilet. This helps teach children the importance of good hygiene practices. Children visit with their parents or carers before their placement starts. This allows time for children to become familiar with the surroundings and helps with the transition from school to the out of school club.

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

The practitioners demonstrate a sound knowledge and understanding of the correct procedure to follow if they have a safeguarding concern. There is a clear safeguarding policy, which guides and informs practice, as well as provides information to parents of their legal roles and responsibilities. The provider understands her responsibilities to ensure that Ofsted are informed of any significant events or any allegations of serious harm. Risk assessments are recorded and identify possible hazards and the action taken to reduce risk within the setting and during outings. This means that children are kept safe. All required documentation is in place and includes procedures to be implemented in the event of lost and uncollected children.

Since the last inspection the provider has ensured that practitioners have attended safeguarding and first aid training. This has improved the safety and well-being of children. The provider has also devised a system to monitor her provision. However, it is not successful in accurately identifying specific areas of practice that require improvement, such as, the quality of teaching, behaviour management and practitioners' interaction with children. There is an awareness of the responsibility to liaise closely, and work with parents and other professionals in order to support children and their families should they need it. However, the systems to support these partnerships are not robust enough. There is not sufficient emphasis on the importance of effectively sharing of information relevant to children's individual learning needs. Consequently, this does not help to identify any additional support that may be required or support children to make best progress.

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
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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	EY282126
Local authority	Barnsley
Inspection number	917597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	90
Name of provider	Hayley Findlow
Date of previous inspection	04/02/2009
Telephone number	0795 0255414

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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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