

Sidcop Out of School Club

Works Depot, George Street, Cudworth, BARNSELY, S72 8TY

Inspection date

08/07/2013

Previous inspection date

07/07/2011

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

- Children are highly confident communicators who are easily able to make their needs and views known as they are cared for by staff that respect and listen to them.
- Children form strong relationships with each other and members of staff. They are happy, secure and develop good personal, social and emotional skills which help them to learn to get along with each other and behave appropriately.
- All children access a well-resourced play and learning environment, both inside and outside, which promotes their independence, good health and decision making skills.
- The staff interact appropriately with children as they play supporting their independence and self-directed activities.

It is not yet outstanding because

- There is scope to improve self-evaluation by using a successful improvement plan showing current strengths and weaknesses to improve this process.
- The effectiveness of the monitoring of staff's performance has scope for improvement, therefore, allowing a more robust system to monitor underperformance and professional development in the out of school club.
- The out of school club manager has not had the opportunity to take on the designated lead safeguarding role. This is to ensure there is continuous ongoing support and guidance to other staff in that setting at all times.

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 staff interaction with the children in the club.
- The inspector spoke with the children appropriately during the inspection, taking account of their views.
- The inspector looked at documentation including staff records and a selection of policies and procedures.
- The inspector took into account the views of parents spoken to during the course of the inspection.
- The inspector accompanied the manager to the local school and walked back to the club with the manager and children.

Inspector

Jane Tucker

Full Report

Information about the setting

Sidcop Out Of School Club is one of two provisions which are run by Cudworth Community Enterprises. It is situated in Cudworth, near Barnsley. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is an outside play area.

There are 30 children on roll, of whom three are in the early years age group. They also offer care to children aged over five years to 11 years. The club is open each weekday from 3pm until 6pm, term time only.

There are four permanent staff members and they all hold relevant childcare qualifications at level 3.

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 to drive improvement through self-evaluation by the implementation of an improvement plan that highlights current strengths and weaknesses
- develop further the monitoring of the effectiveness of staff and the quality of teaching by, for example, introducing peer observations in the out of school club. Use these to support any professional development and identify any underperformance
- extend the role of the out of school club manager to take the designated lead safeguarding role to ensure there is continuous ongoing support and guidance to other staff in the setting.

Inspection judgements

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

Children are effectively supported in their personal, social and emotional development and, as a result, they learn how to get along with each other and behave appropriately and are independent. Staff provide freely chosen self-directed play and most activities are child-initiated. This is compatible with the learning and development requirements of the

Statutory framework for the Early Years Foundation Stage. Children enjoy a well-resourced play environment both inside and outside and are provided with opportunities to promote their physical development. For example, children used milk crates to jump over and they ride bikes to practice moving in different ways and at different speeds.

Practitioners demonstrate high expectations of children and they engage and motivate them to take part in their learning. Children have good opportunities to improve skills in talking and listening as they engage in conversation with members of staff reliving their experiences over the weekend. For example, one child relives the wedding she attended, describing the dress she wore and the present she received. There was a good demonstration of turn-taking, listening to others and waiting until someone else had finished speaking, all promoting early communication and language skills.

Practitioners share observations with teachers at the local schools and good, secure, trusting relationships have been formed to complement children's learning in school. The vast majority of practice is based on a secure knowledge of how to promote the learning and development of young children. Practitioners know their children well, their likes and dislikes and what they can and can't do. The key person system supports engagement with parents and they are kept well informed of their children's progress through positive verbal exchanges.

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

Children are happy and confident in the out of school club and they have formed secure attachments and relationships with staff and each other. This develops good personal, social and emotional development and promotes children's independence and well-being. Staff are good role models and they teach children to be independent and encourage them to manage their own personal needs relative to their age. For example, a member of staff supported a child applying sun cream by showing him how to squeeze the bottle. The child then independently applied the cream to his arms and legs.

Children learn the importance of healthy eating and displays show children's involvement in the preparation of healthy foods. Three times a week children sit together and serve themselves from a selection of healthy snacks and twice a week they enjoy a 'free flow' buffet service which they can access straight from school. Children enjoy the daily use of the outdoor area and the playgrounds at school which, ensure they receive fresh air and exercise daily to promote a healthy lifestyle. Children know to wash their hands at appropriate times to help prevent any possible spread of infection. Children learn about risk and managing their own safety. They know safety procedures from walking from school. They know to stop at every junction and press the button for the traffic lights and are very sensible when crossing the road.

Children are at ease with staff and parents say they are happy to come to the out of school club. Parents and children come to visit before children start and are introduced to all staff so they feel confident that their child will settle when they start. They are provided with an information pack about the Early Years Foundation Stage and activities provided. They are asked to complete documents about children's interests, dietary requirements

and routines. Parents know who their child's key person is and they have ongoing meetings so as to keep up-to-date with their child's welfare and development. The manager works closely with the nursery and both feeder schools, to ensure smooth transitions between settings.

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

The manager and staff show a strong commitment to providing the best possible care and education for children who attend the out of school club. The manager of the nursery has the responsibility of overseeing the out of school club. Children's welfare is protected because staff have a sound understanding of safeguarding procedures and have completed safeguarding training. There is a safeguarding policy and procedure in place and a separate policy for the use of cameras and mobile phones. The manager of the nursery is designated to take the lead responsibility for the organisation for safeguarding children. However, the nursery is on a different site. Therefore, to support contingency and for the out of school club manager to fully understand the responsibilities for liaison with local statutory children's services agencies, and with the Local Safeguarding Children Board, there is scope for her to attend appropriate training and take the lead responsibility at the out of school club. This will ensure that there is support and guidance to other staff on an ongoing basis.

Risk assessments are carried out and reviewed annually. Appropriate safety measures are in place. For example, the setting is secure and can only be accessed via an intercom system where members of staff can see all visitors on a small television screen. Visitors are requested to show identification and sign in on the out of school club register. This ensures there is a full and accurate record of everyone on the premises. There are robust recruitment, vetting and induction procedures in place which help to ensure all adults are suitable to work with children.

Leadership and management of the out of school club are sound because the manager strives to provide a good quality service. The educational programmes are monitored in partnership with the children who take an active role in organising their own learning. Staff provide freely chosen self-directed play for the children and, as a result, this reflects the needs, aptitudes and individual interests of all children. There are effective arrangements in place to monitor the effectiveness of staff and the quality of teaching. Staff generally work at the nursery and the out of school club, therefore, the nursery manager takes an active lead in this process. There is, however, scope for the out of school manager to undertake peer observations so that the outcome of these can contribute to practitioners' overall effectiveness in their role in the out of school club. These observations can also be used to identify any underperformance and support any professional development.

Self-evaluation is used and there is a drive for improvement. A display shows that children have an input into the self-evaluation of their provision as it displays a wish list of equipment and activities they would like to see in their provision. The local authority also supports in this area by monitoring the provision using the Quality Improvement Support

Programme. However, there is scope to improve this process by implementing an improvement plan which effectively identifies current strengths and weaknesses and plans for improvement. There are effective arrangements for partnership working and information sharing. Parents feel they are well informed about their children's learning. Staff provide written observations for the teachers at their school and there are good professional partnerships in place to support children's continuous learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY419089
Local authority	Barnsley
Inspection number	851972
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	30
Name of provider	Cudworth Community Enterprises
Date of previous inspection	07/07/2011
Telephone number	01226717312

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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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