

Carlton Out of School Club

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

Inspection date	16/09/2013
Previous inspection date	29/05/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 club works closely with the school and the local authority to develop strategies and programmes to support the provision and children's individual needs.
- Children are happy and enjoy their time in the setting. The key person system ensures that children settle in quickly to the club. There is a good exchange of information and parents are kept informed about their child's progress. This helps children form secure attachments and promotes their overall well-being effectively.
- Self-evaluation is developing well and demonstrates how the club drives quality improvement to support children's progress.
- The monitoring and evaluation of how children play and learn is developing well to support children's achievements over time.

It is not yet outstanding because

- There is scope to extend creative activities in order to fully stimulate and interest children.

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 room and the outside areas within the school premises.
- The inspector spoke with the manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector checked evidence of suitability and qualifications of the staff, a range of documentation including the settings self-evaluation documents.
- The inspector reviewed children's learning records and planning documents.

Inspector

Dawn Lumb

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 in Carlton Academy. It is privately owned. The club serves the local area and is accessible to all children. It runs 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 an enclosed area available for outdoor play.

The Carlton Out of School Club employs six members of childcare staff. Of these, one holds appropriate early years qualifications at level 3, one at level 6 and two are working towards a qualification at level 3. The club opens term time from 7.15am until 9am and 3.15pm until 6pm. In the school holidays opening hours are from 7.15am until 6pm. Children attend for a variety of sessions. There are currently 90 children on roll, of whom; six 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:

- extend creative activities to be rich, varied and imaginative to stimulate and challenge children to explore and investigate.

Inspection judgements

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

The club provides a relaxed atmosphere, enabling children to settle quickly to their chosen play activity and have fun with their friends. Staff are kind, caring and supportive in their approach, which inspires children to be active learners and to remain involved and interested in the activities provided. For example, children excitedly look for the missing dinosaur and sit on the floor in a group to play with small bricks. They concentrate and interact well as they build a variety of models.

The staff have well developed links with the school, which enables an easy transition for the children between the two settings. Staff support children well as they play and they encourage, praise and help children to think what would work well. For example, they have fun making bats in their art and craft activity as they colour, cut and stick to make flying bats. Staff encourage children to cut out shapes by themselves and talk about which would be the best place to start. Although children have opportunities to be involved in

creative work, they do not always challenge and stimulate children to explore and investigate in a range of rich opportunities.

Planning is regularly reviewed and adapted to reflect the needs and interests of all children. Planning and activities also take into consideration different focus learning within the school. For instance, the new term has begun with 'all about me', which the out-of-school club has implemented into creative activities, such as 'face plates'. Observation records are filled in and these include photographs of children's favourite activities, resources and outings they enjoy. Information is shared at the end of the day with parents and carers informing them of the activities provided and children can take their art work home. This effectively involves them in their child's learning.

The learning environment is well resourced and helps children develop in all areas of learning. The children are confident and knowledgeable and are learning new skills all the time. This will help them in the future as they move through the school system. Young children are well involved and enjoy being part of a large group. Older children interact well with younger children they share and take turns. For example, they pull the younger children on sit-and-ride toys and laugh excitedly as they learn to negotiate around obstacles.

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

Children feel very secure in the club because staff are kind and caring role models. The key person system works well because staff liaise well with the school so that children's individual needs are met. Children enjoy warm relationships with key staff; they are the first point of contact for the child, their parents and school. They find out about the child's preferred activities, likes and dislikes of their key children, and use this to plan activities and ensure appropriate resources are available. Children confidently make their needs known, secure in the knowledge that adults will listen and respond.

Children cooperate well with each other and will often resolve issues themselves through negotiation. They work well and socialise together across the age ranges. For example, a group of children play together in the small bricks, they help each other to find and point out the different brick sizes they are looking for. The behaviour management policies and procedures have been reviewed and children have taken part in writing the clubs rules, therefore, children are aware of the boundaries. Sticker systems help to reinforce and support appropriate behaviour.

Overall, children initiate and organise their own play very effectively, but staff also provide adult-led activities, such as a paper plate activity to correspond with the schools plans around 'all about me'. Children initiate their own activities because resources and toys are easily accessible. This promotes their ability to make choices and to develop independence. They take care of personal hygiene routines and are aware at snack time they need to wash their hands, eat their snack and wash up their plates in order to develop their self-care skills. Staff are fully aware of children's allergies and medical needs and ensure that all children enjoy a wide variety of food. Children's understanding of healthy eating is well promoted as snacks with a good choice of fruit and vegetables are

offered. Hot snacks are available in cooler weather, such as, pasta shapes and tomato sauce.

There is a good focus on physical activities through play. Children use the playground and playing field most days, where they can use the schools wooden equipment and a variety of sit-and-ride toys, ball games and role play. This enables children to develop new physical skills. Children are made aware of the layout of the school and take part in fire evacuation to ensure they are fully aware of what to do in an emergency.

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

The practitioner demonstrated a clear knowledge and understanding of the correct procedure to follow if they have safeguarding concerns. There is a clear safeguarding policy and members of staff complete advanced child protection training. Staff are effectively deployed to ensure children's needs are met. Policies and procedures are in place and documentation is kept appropriately, such as medication records. The provider has taken positive steps and acted on all actions and recommendations from the last inspection. Consequently, learning outcomes for children have improved and the provider demonstrates the capacity to continually improve. The club is keen to offer a higher level of care to children and families and has established firm links with the local Early Childhood Services and early years staff from within the school to support a quality improvement programme. A clear liaison with the school ensures the manager and staff work closely with the teachers. This means that they are actively involved in sharing and seeking advice to support all children's learning, development and individual needs.

The leadership and management of the club are effective in ensuring that the welfare and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage are fully understood and met by all staff. The new monitoring of the club ensures a clear plan of action for improvement. The manager accurately identifies the key strengths and some aspects of the club that require further development. The club is also part of an Out of School Club forum that supports the exchange of ideas and also encourages staff in settings to visit each other when considering an area for further development. The manager has robust recruiting systems in place to ensure the suitability of the staff she employs. She is clear about notifying Ofsted of any changes. Good attention to staff development results from regular monitoring and appraisals. Staff have opportunities to attend training courses to learn new skills. Enhancing their professional development, all the staff hold qualifications in childcare or social care, first aid and child protection. A comprehensive range of risk assessments are recorded and identify possible hazards and the actions taken to reduce risks in the club and during outings. This helps to ensure the premises, resources and equipment are safe and suitable for the children.

Staff have established a friendly working relationship with the parents and their families. Information is shared on a regular basis about activities, trips and future events through newsletters and the parent's noticeboard. Staff are keen to involve the parents and carers

as they share their children's learning profiles. This enables them to support the continuity and consistency in their children's experiences and learning at home. Parents are pleased with the service offered and their children enjoy attending the club. One parent commented that the key person had helped to support both parent and child to become familiar with the club. Also that they took account of the child's individual needs, ensuring the child was happy and settled.

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	EY282126
Local authority	Barnsley
Inspection number	932889
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	29/05/2013
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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