

Club Class 3

Main Street, Cherry Burton, Beverley, East Riding of Yorkshire, HU17 7RF

Inspection date

30/09/2013

Previous inspection date

03/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The positive care and support provided by staff for the children enable them to settle and form secure attachments.
- Staff complete observations and use these to support of the children's interests so they make suitable progress as they move forward in their learning.
- Children are happy, enjoy attending the club and readily engage in the activities provided. As a result, children's behaviour is good.
- Staff work positively with parents to provide a shared approach to their children's ongoing care and development.

It is not yet good because

- The staff's planning and guiding of the children's activities and use of resources is not fully effective, to ensure staff reflect on the different ways children learn and achieve, to help them make best progress.
- Opportunities for staff to strengthen the good partnerships formed with the school are not fully explored, to extend how information is shared, in order to complement and support staff in the planning of children's rapidly developing learning and progress.

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 spoke with staff and the children throughout the inspection.
- The inspector looked at children's learning folders, the planning and the club's self-evaluation.
- The inspector looked at relevant records, policies, procedures, risk assessments and staff training and qualifications.
- The inspector took account of parents' views when spoken to on the day and through written information.

Inspector

Christine Tipple

Full Report

Information about the setting

Club Class 3 was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is one of two out of school clubs privately managed and owned by the same provider. It operates from Cherry Burton Primary School in the village of Cherry Burton, near Beverley. The club uses two classrooms and associated facilities and has access to the school playground and field for outdoor play. The club serves the local school and is accessible to all children.

The club opens Monday to Friday during term time only, from 8am to 9am and 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 36 children on roll, of whom five are in the early years age group. The club employs two members of childcare staff who hold appropriate early years qualifications at level 2 and 3, and additional staff cover is provided from the other club as required.

What the setting needs to do to improve further

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

- improve how staff plan and guide children's activities and use resources to ensure they reflect on the different ways children learn, in order to support and extend their ongoing achievements more effectively.

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

- strengthen further the good relationships formed with the school to extend how information is shared, in order for staff to complement the planning in support of children's rapidly developing learning and progress.

Inspection judgements

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

Children are developing appropriately in the areas of learning because staff generally provide a suitable range of activities that support their interests. The children happily engage in designing and making collages with various materials. They readily talk with the staff. For example, a child excitedly shares what is in their school bag: 'two reading books and a party bag'. This extends to children discussing their holidays and swimming in the sea and pool. Children have opportunities to role play and use small world figures to be creative and use their imagination. The use of teabags enables the children to make their

treasure maps look old and more authentic. Board games support the children to follow the rules, and this results in them playing cooperatively with each other. The staff take account of the differing needs of the children to ensure they all take an active part in the club's activities. Staff talk with the parents on a daily basis to keep them informed about what their children enjoy and do, and their comments are encouraged and valued.

Children use the building bricks to make different models with, such as a truck with wheels. Children gain skills and confidence as they progress in completing more challenging jigsaws. The staff provide good support and activities for children to develop their physical skills by accessing the outside areas. Children use a variety of different ball games, including tennis and cricket, and are able to access larger equipment as well as run and be energetic in the fresh air. The support provided for the children is appropriate and enables them to move on in their learning and development through school.

The staff share with parents the 'all about me' form as their children start. This provides information about their family, children's likes and dislikes and what they enjoy doing at home. This supports the staff in assessing the children's starting points and to provide activities that children are familiar with. Observations are carried out and recorded by staff in support of the children's interests and to offer choices and opportunities to develop their skills. These are kept in each child's learning folder. This informs the planning in relation to topics and ideas for activities. However, the ongoing planning and staff's guiding of children's activities and use of resources are not sufficiently clear, to ensure staff reflect on the different ways children learn. As a result, staff do not fully extend children's ongoing achievements effectively.

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

The children and staff have formed caring relationships that effectively enhance children's self-assurance; this includes those with their key person. Children are confident to share their feelings and concerns because staff listen and are sensitive in their approach. The children contribute to the club's behaviour rules, which enables them to be involved in managing their own behaviour. Children are encouraged to share, use their manners and be respectful. As a result, they play well together and their behaviour is good. Staff collect children from the classrooms, and this enables the staff and teachers to share information about the children's day. However, this is not yet fully extended in order to further enhance the shared approach, to complement and support the staff in the planning for children's rapid progress in their learning and development by, for example, the sharing of topics and ideas.

Children generally have access to a suitable selection of resources and equipment that engage and interest them. Safety is managed very well with the children as they are familiar in the use of the different resources and equipment and the routines at the club. They have opportunities through their play to take suitable risks as part of their growing independence, but are aware of any safety requirements, such as taking an active part in the evacuation procedure. Staff discuss with the children other safety topics through the year. Consequently, they are aware of keeping themselves safe in what they do. The children have snacks provided that offer a suitable selection of healthy choices. They have

fruit, milkshakes and sandwiches, which they help to prepare. This enables them to discuss what foods are good for them and why. Children know the routines in managing their personal care, and younger children are assisted as required.

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

Staff attend regular safeguarding training to ensure they remain informed about child protection issues. The safeguarding policy and procedures reflect current guidelines and provide details of the relevant agencies to contact if staff have a concern about a child. The club's other records, policies and procedures are detailed and shared with staff and parents. The risk assessments cover all areas children have access to and outside. These are reviewed by management and staff, and any changes recorded. There are safe recruitment and selection procedures in place to assess the suitability of staff. This includes all checks completed for staff working directly with the children. Staff receive some supervision, and appraisals are completed in support of their ongoing development. These practices promote the safe management of the club and children's well-being. Through discussion, the staff demonstrate their understanding of working in partnership with other professionals, if additional support is required for a child.

Self-evaluation is managed by the staff taking account of the feedback from the local authority development worker, parents and children. This enables staff to start to reflect on their practice and make suitable changes. This includes updating the observation forms used with the children. The monitoring of what is provided and the impact on the children continues to develop. Staff respond positively to the children's interests and requests, in order to improve the care and learning provided. The partnerships with parents are positive. The staff have daily contact with them to share information about their children's day. The club's policies and procedures are displayed and shared with them. Parents are happy with the service and they know their children enjoy their time and are safe. The club provides a newsletter, and the notice board provides regulatory information for parents. They comment favourably on the staff, who are welcoming and approachable, and the activities provided for their children who, on occasions, do not want to come home.

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	314604
Local authority	East Riding of Yorkshire
Inspection number	876948
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	36
Name of provider	Suzane and Michael Menzies-Baird Partnership
Date of previous inspection	03/12/2008
Telephone number	01482 867 136

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

