

Pitstop Out of School Club

32a, Hall Farm Road, Melton, Suffolk, IP12 1PJ

Inspection date

09/08/2013

Previous inspection date

03/11/2011

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

- A superb range of fun and engaging activities offer children an excellent level of challenge and interest to support their ongoing learning, development and discovery. Children are motivated and inquisitive and make good progress as they play purposefully and freely.
- Inclusion is given high priority and children's appreciation of diversity is very well promoted. All children are welcomed and their individuality is embraced and valued. The mix of ages and abilities of the children is a key strength of the club.
- The dedicated and competent management and staff work as a cooperative and cohesive team. They have a strong commitment to providing high quality play and learning experiences for young children.
- Positive and trusting partnerships are established with parents and others to effectively support children's care and learning and ensure a consistent approach to meeting their individual needs.

It is not yet outstanding because

- Opportunities could be utilised for children to recognise their name and write for a purpose in their play, for example, by exploiting their enjoyment of the play diaries.
- There is scope to enhance children's awareness and recognition of numbers, counting and numerals through fun and exciting games and activities and through daily experiences.

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 outdoor area, and interacted with the children.
- The inspector spoke with the staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector had a discussion with the out of school club manager.
- The inspector looked at children's play diaries, planning documentation and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector took account of the views of parents spoken to on the day and reviewed displays and information for parents.

Inspector

Hazel Meadows

Full Report

Information about the setting

Pitstop Out of School Club originally registered in 2004 and moved to the current premises in 2011. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from purpose-built premises in the village of Melton, near Woodbridge, Suffolk. Children have access to a large, secure outdoor play space which includes a grassed area and a paved patio with a canopy.

The club is managed by a voluntary committee made up of parents of some of the children who currently attend or have previously attended. It employs 19 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or 3. The overall manager is trained to level 4 and is working towards level 5.

The club is open each weekday from 3.15pm until 6pm during school term times. During school holidays, the group operates each weekday from 8am until 6pm. The club accepts children from an unlimited catchment area. There are currently 264 children on roll, 42 of whom are in the early years age group. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities. It is a member of Play England and The Out of School Club Alliance.

What the setting needs to do to improve further

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

- expand on children's interest in maintaining their personal play diary, by encouraging them to make marks and write for a purpose and to begin to recognise their name and other familiar text, to complement their learning at school
- utilise opportunities to increase children's awareness, use and recognition of numbers, counting and numerals, through the fun games and activities offered and naturally through daily experiences, to enhance their numerical skills and understanding.

Inspection judgements

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

The group offers wrap-around care and complements children's learning in school through a broad range of fun, inspiring and exciting activities. The main staff have a sound understanding of the Early Years Foundation Stage. They ensure activities, experiences

and resources, both indoors and outside, cover all seven areas of learning to meet the needs of all children. Planning meetings involve all staff and enable them to contribute their ideas and thoughts for future planned activities. All activities are very flexible, or changed, to accommodate and embrace children's individual ideas, abilities, interests or preferences.

When children start at the club, staff discuss their individual needs and capabilities with their parents. Through these discussions and their own observations, and through talking to and playing with the children, staff get to know them very well as individuals. This enables them to plan and revise activities according to children's individual needs and experiences shared from home. Staff have high expectations of what children can achieve when given the opportunity, and skilfully build on each child's capabilities. As a result, children are making good progress from their starting points and any shortfall in their learning and development is reduced. Children's independence skills and abilities are well promoted, for example, they freely choose their play experiences and self-select resources. They help themselves to readily available squash, pouring drinks carefully.

A play diary is established for each child. This personal booklet offers a record of each child's activities and achievements. It contains photographs of the children at play and examples of their work, which are sometimes accompanied by a written summary. Children delight in looking at these and adding to them. There is scope to positively exploit their interest further, to help them to recognise their names and other familiar text and to encourage them to write for a purpose in their play. Children's creativity and own ideas are inspired and encouraged well through a fantastic range of craft and creative resources. Children have fun making shakers from bottles, coloured water and glittery items, and enthusiastically and cooperatively make a banner for the club's tenth birthday celebrations. Children delight in the many cookery activities, and staff teach them how to weigh out and measure ingredients. There is potential to improve the use of opportunities to reinforce and promote children's awareness and recognition of numbers, counting and numerals, in fun and exciting ways and through daily experiences. Children are thrilled to sample the result after cooking biscuits, and one child confidently and enthusiastically explains to visitors how they made chocolate truffles.

Children's communication skills are enhanced as they freely chatter with friends or staff, who broaden their vocabulary and understanding of words through conversation. Makaton signing or picture prompts are used well to support children with more limited speech or understanding. With adult support as required, children use tools, such as scissors, with increasing skill and control. Children help to plant and care for a variety of flowers, fragrant herbs, fruits and vegetables in the club garden, helping them gain an understanding of the natural world and how some foods grow. They learn a sense of responsibility as they help staff care for the pet rabbit. Older children competently and sensibly use spades to dig in the soil outside. Staff teach children about the communities and the world around them as they go on outings to local parks and play areas and further afield to the beach, forest or zoo.

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

The very well-equipped club offers an inviting and stimulating play environment, both indoors and outside. A wealth of dynamic, engaging and interesting activities and resources complement the broad range of interests, ages and abilities of the children who attend. Children settle swiftly in the group and keenly explore the environment. They develop close friendships with their peers and are comfortable with the broad range of ages within the group. The key person system is flexible to meet children's individual needs, and parents state that their children feel at ease with all the staff.

The club is highly inclusive in every aspect and all children are welcomed. Staff value all children as individuals and treat them with kindness and respect. Children are very tolerant and accepting of one another's differences and personalities. Older or more able children support the younger ones, and children relate well to one another. Staff have plans to create a photo wall display of all the children at the club, to help them feel valued and to recognise their peers, and to reflect the activities at the club and promote discussion.

Children are generally well behaved and understand the reasonable boundaries of acceptable behaviour. For example, they know not to go behind the shed or climb higher than a specified height in the tree. Staff are positive role models and they achieve an excellent balance of being a friendly playmate to the children, while maintaining a necessary level of respect and authority. They are skilled at using positive strategies to effectively manage behaviour. For example, a simple brick collection system supports positive behaviour of some children with special educational needs and/or disabilities. Children are thrilled and excited to show staff and visitors when they have managed to collect five bricks, which is rewarded with a treat.

Staff give high priority to the safety of children and supervise them well. They balance this with enabling children to explore and discover their capabilities and limitations, helping them to learn how to keep themselves safe. For example, children negotiate the home-made obstacle course and climbing mountain, or climb a tree. Children's independence skills are highly promoted and they are becoming very confident and competent. These skills help prepare them for the next stages in their learning and their transitions into, or within, school. A nutritious variety of snacks are offered, with some natural discussion about the benefits of healthy eating to promote children's understanding of a good diet. Regular exercise is encouraged through exciting physical activities outside and at local parks and play areas. Children are competent at managing their personal needs, such as hand washing and toileting, according to their age or stage of development. A comfortable chill-out zone enables children to rest, relax or sleep according to their individual needs.

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

The highly dedicated leadership and management of the club is a key strength. They have a strong commitment to continuous development, to enhance the quality of play, care and learning experiences for all children. Self-evaluation is ongoing and effectively ensures any weaknesses, or areas for improvement, are promptly identified and addressed. The committee has strategy meetings, and managers and staff meet regularly to reflect on

practice and to identify and consider aspects for improvement. Children's opinions, ideas and requests are sought and highly valued. They are used to guide and prompt future resources and activities and support self-evaluation. Parents' views and suggestions are always welcomed and are used to promote the development at the club. Regular one-to-one meetings and annual appraisals promote staff's personal and professional development well. The individual skills, abilities and personalities of the staff are recognised and valued and used well within the group. Well-targeted training is used to enhance and improve daily practice with the children, for example, Makaton training or behaviour management.

The manager maintains a record of any complaints securely on her computer. An ongoing concern, which is the only complaint received by the group, has been responded to by the management. This response was made available for inspection on request. Concerns have been raised regarding noise levels at the club and that the group is operating during school holidays without planning consent. Noise levels generated by children's play have been monitored carefully by staff to ensure they do not impact unduly on the surrounding neighbourhood. A planning officer from the local council visited the premises three days prior to the inspection and confirmed there is currently no planning consent for the club to operate from the premises during school holidays. The management of the club is currently in discussion with the planning department and local authority regarding planning consent to operate during school holidays.

The experienced staff have a clear understanding of play work and how to promote children's overall development and learning through fun and dynamic activities. The manager and main staff monitor the activities and programmes, which are reviewed to match children's individual skills and abilities and to promote their progress. Children with special educational needs and/or disabilities are supported according to their particular needs to enhance their levels of enjoyment and achievement. Well-established partnerships with parents and the children's schools, and other professionals if required, promote a consistent and cohesive approach to offer tailored support for each child.

All staff understand their responsibility to protect children from harm. Safeguarding policies and procedures are understood and effectively implemented to protect children. All main staff have attended safeguarding training, and Disclosure and Barring Services clearances have been undertaken on all staff. Robust recruitment procedures work effectively in practice to ensure staff suitability. There is a thorough induction process, and new or volunteer staff are well supported by main staff. The premises are secure and emergency evacuation routines are regularly practised to ensure they are effective and that children are familiar with the process without being fearful. Risk assessments are well considered and vigilantly undertaken, and staff are very well deployed to ensure children's safety.

Highly positive and trusting partnerships are established with parents and carers. Regular discussions are encouraged between staff and parents to ensure children's individual needs are met. Staff liaise closely with parents, and with other early years professionals if appropriate, to ensure that children receive any additional support required at an early stage. Comments received from parents on the day of the inspection are very positive. They are extremely happy with the warm care and attention their children receive. They

are impressed with the variety of activities and resources, and state that their children love attending. They find staff approachable and appreciate the regular, open communication about their child. Parents recognise and appreciate that their child is viewed and valued as an individual by the staff.

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	EY424658
Local authority	Suffolk
Inspection number	931798
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	32
Number of children on roll	264
Name of provider	Pitstop Out of School Club Committee
Date of previous inspection	03/11/2011
Telephone number	07732681125

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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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