

# Senlis Scallywags Out of School Club

Simon de Senlis Primary School, Hilddrop Road, NORTHAMPTON, NN4 0PH

<b>Inspection date</b>	18/11/2013
Previous inspection date	07/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
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 requires improvement

- Children's health is protected well. They are encouraged to enjoy outdoor play throughout the year, and food is healthy and nutritious.
- Staff ensure that safety and supervision of children is addressed well. They are aware of their responsibilities to protect children from abuse and neglect.
- Children's social and emotional needs are met. Relationships are positive and early years children are happy and confident.

### It is not yet good because

- Communication between the out of school club and the school is not fully effective in ensuring that all work together to promote children's learning. Consequently, information from school is not used to plan for children's enjoyment and learning so that they make as much progress as they can.
- Required records in support of safeguarding practice are not easily available.
- Staff do not consistently extend learning when children are involved in their chosen activities. When staff ask questions, these are not always open-ended and so children's language and thinking skills are not fully supported.

## **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 as children played in indoor and outdoor play areas.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

## **Inspector**

Jan Burnet

## Full report

### Information about the setting

Senlis Scallywags Out of School Club opened in 1994. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club is run by a voluntary management committee and operates from a mobile classroom in the grounds of Simon de Senlis School in Northampton. Children have access to the school's playground and playing fields.

There are currently 58 children on role aged from four to 11 years. Of these, eight are in the early years age group. Children attend for a variety of sessions. The club is open Monday to Friday from 8am to 9am and from 3pm to 6pm during school term time and from 8am to 6pm during school holidays.

There are eight members of staff who work directly with the children. Of these, two hold early years qualification at level 4 and level 3, and five hold playwork qualifications at level 2 or level 3. The club holds Kids' Club Network membership.

### What the setting needs to do to improve further

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

- develop stronger links with reception class teaching staff in order to fully complement each child's learning in the setting where they spend more time; and make sure that planning is linked more to what a child already knows and can do so that they make best progress.
- make sure that required records are easily accessible and available in order to demonstrate that children's welfare is safeguarded.

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

- make sure that when asking children questions that these are open-ended, and extend their learning by encouraging them to think about what they want to say and give them time to put their thoughts into words.

## Inspection judgements

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

Early years children attending the before and after school provision are aged four or five years. They are from the school's reception class. Children are provided with satisfactory opportunities to help them make progress across the seven areas of learning. Parents provide some 'all about me' information so that staff are aware of what their child likes to do, and sufficient information is shared with parents. Staff observe children, and achievements are recorded by key persons in individual folders. However, the 'wraparound' provision does not complement the day time school provision with full effect. This is with regard to ensuring that planning fully promotes children's progression and continuity of learning.

Children confidently make choices about whether to play inside or in the outdoor play area, and resources are well organised so that they can choose and select for themselves. Early years children interact well with older children and enjoy interacting with each other. They sit together at a table where graphics resources are easily accessible to them. They are able to form some letters, and they do so from memory and also because they copy templates. Staff say that they encourage children to write their own names, and examples of writing are kept in children's folders. Role play resources are changed periodically and currently children have access to home corner resources and den making materials. Staff explain that role play is often organised to promote writing for different purposes. For example, children write menus for a cafe, and when they pretend to be food servers they write down orders.

Every day, children are invited to join a staff member who organises a planned activity. For example, they make 'flour soup' and explore the texture as they mix flour and water in a bowl. Children are supported well when they suggest different ways to extend the activity. For example, they ask if they can create hand prints with the mixture and so a staff member provides them with some paper. Children express themselves confidently and engage in conversation with staff and other children. However, the extension of children's language and thinking is not maximised by staff. They do not consistently ask children open-ended questions in order to extend speaking skills, and miss opportunities for encouraging children to think about what they want to say before responding.

Children spontaneously count and name shapes and colours while they play. Manipulative skills are practised as they play with construction toys that staff ensure are suitably challenging. Children concentrate well as they independently create patterns with small coloured pegs. Some children are able to create symmetrical patterns. They talk to each other about the colours they need to create their designs, and they help each other by sharing the different colours that they need.

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

Children are confident, happy and settled. They join in, make friends, and work independently and with each other. Transition between home and the out of school provision is addressed sufficiently in order to address children's emotional security. This is because parents are encouraged to visit with their child before the child attends the group for the first time. Early years children are assigned a key person and staff are satisfactorily

aware of each child's individual care needs because this information is included in admission forms.

Staff are consistent in their management of behaviour and identify the importance of praising children in order to boost self-confidence and self-esteem. Children demonstrate awareness of behaviour and of safety rules. For example, they know the rules for accessing the school playground from the club building. They are aware of the fire procedure because it is regularly practised. Resources meet children's needs appropriately, although learning experiences for children are not maximised because planning is not fully effective.

Children's health is protected appropriately because staff encourage outdoor play and because food provided for them is healthy. Independence is promoted well because children choose when to have their snack, and they then pour their own drinks and clear away their plate and cup when they have finished. Children attend to their self-care needs and they know that they must wash their hands before eating and after using the toilet.

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

Satisfactory systems are in place to meet children's care needs. However, the educational programmes are not monitored with full effect. This is because the requirement within the Statutory framework for the Early Years Foundation Stage with regard to school wraparound provision complementing learning in settings where children spend more time is not fully met. As a result, partnerships with other providers are not maximised and so do not fully support a complementary approach to children's care and learning experiences. Partnerships with parents are positive. They share positive views with the inspector on the provision with regard to communication systems, both verbal and written. This ensures that staff and parents work well together to meet children's different needs.

There was one recommendation raised at the time of the last inspection and this has been addressed. In order to review and improve practice, advice is welcomed from local authority development workers. A current priority is the review of policies and procedures that are provided for parents to ensure that they match current practice. Systems for recruitment, selection, induction, supervision and appraisal are strong. In order to address children's welfare needs, staff are expected to keep their first aid, food hygiene and safeguarding knowledge up to date. Committee members are developing their knowledge of legal requirements and are aware that as the provider, they have a responsibility to share information with Ofsted on any significant incidents or events.

Staff demonstrate an awareness of their responsibilities with regard to protecting children from abuse. A safeguarding policy is accessible to staff and parents and is in line with the Northamptonshire Safeguarding Children Board procedures. Copies of all required policies and procedures are provided for parents and these successfully reflect staff practice. Records required for the safe and efficient management of the provision, and to ensure that the needs of children are met, are generally maintained and implemented

appropriately. However, some required records that demonstrate suitability of people associated with the setting are not easily accessible at the time of inspection. This is a breach of legal requirement, although ultimately it is found that it does not have a direct impact upon children's welfare.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	220149
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	939138
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Senlis Scallywags Out of School Club Committee
<b>Date of previous inspection</b>	07/03/2011
<b>Telephone number</b>	01604 702636

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

