

The Out of School Experience @ Simonstone

Simonstone C of E School, School Lane, Simonstone, BURNLEY, Lancashire, BB12 7HR

Inspection date	17/01/2014
Previous inspection date	11/06/2012

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly effective partnerships with parents and local schools provide a thoroughly united approach to meeting individual children's needs, including children with special educational needs and/or disabilities, extending their learning and helping them to develop a vast range of relevant skills for the future.
- Staff get to know children very well and use this knowledge to engage them in activities and conversations to develop communication skills through effective links to children's personal interests.
- Children thoroughly enjoy their time at the club. They are well cared for and their emotional well-being and healthy lifestyles are effectively promoted. Consequently, they behave very well, eat healthily and feel safe and secure.
- The club's realistic evaluation system and highly effective monitoring identifies targets for future development and ensures that the club continues to provide superb quality care for all the children.
- Staff give the highest priority to ensure that all children are safeguarded. They are fully aware of their individual responsibilities to protect children from harm.

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 the children arriving at the club and activities in the school hall and playroom.
- The inspector held meetings with the manager, senior management team and members of staff.
- The inspector talked with children present.
- The inspector looked at assessment information, planning documentation, evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Linda Shore

Full report

Information about the setting

The Out of School Experience @ Simonstone was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within The Old School Hall in Simonstone, Burnley and is managed by a limited company. The out of school club serves the local area, including three local schools and is accessible to all children. It operates from the school hall and another room and there is an enclosed area available for outdoor play.

The out of school club employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2, 3 and 4, including the manager who holds a degree. The out of school club opens Monday to Friday all year round. Sessions are from 7.30am until 9am and 3pm until 6pm. A holiday club is available from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending, nine of whom are in the early years age group. The out of school club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen children's very thorough hygiene knowledge even further by finding ways to remind them gently to rewash their hands when needed, for example, by putting a reminder notice on the table.

Inspection judgements

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

Staff have an excellent understanding of the Early Years Foundation Stage and how activities support children's learning and development. They have a clear understanding of how children learn through play. Staff appreciate that children have a challenging day at school and provide activities that enable them to have fun and relax as well as support their learning effectively. Children's progress towards the early learning goals is supported through the exciting and stimulating arrangement of activities provided. The club follows the same topics as those used in school. Consequently, children's understanding of curriculum topics is enhanced in all aspects. Staff effectively deploy themselves throughout the club so that all the children are kept safe, while being supported in their play to enhance their learning experience. Children are actively involved in the exciting atmosphere because they are keen, active learners. For example, children learn how to set up their den safely under a table because staff act as excellent role models as they show them how to complete the activity. Staff also maintain their motivation to keep trying, by praising their efforts.

Children have the opportunity to take part in an exceptional range of additional classes and activities run by specialised tutors for part of the session. The classes are implemented as a result of children's interests. Throughout the week, children can choose from arts and crafts club, catering club and gymnastics club. These enrich the children's day and promote much confidence and many skills across all areas of learning. For example, not only do children learn correct tumbling techniques with the gymnastics coach in a lively and exciting way, they are also encouraged to observe each other as they learn. The very positive and constructive interactions that follow show that children are very confident and self-assured as they support each other to enhance their skills. These additional activities are also offered to children from the local schools as an after school activity. This provides an excellent community service and meets the needs of children in the wider area.

Observations and assessments of children are clear, precise, frequent and sharply focused. Staff accurately identify children's interests, which enables them to focus on individual children's learning needs and plan for their progression. Assessment summaries are based on the key person's detailed knowledge of children and their families. Staff are enthusiastic about the experiences that they provide for children and use extremely effective teaching techniques which they tailor according to the age and stage of children's development. Information about children's interests and individual needs, gathered by staff from parents at settling visits, ensures staff can build on what children already know and can do. There is a daily verbal two-way exchange of information between parents, staff and teachers. Staff use all this information extremely well to encourage children to engage in conversation and plan activities. For example, staff collect information, such as 'grandma's birthday' and use this to stimulate discussion and craftwork if the children decide to make cards and presents. Parents are provided with a wealth of information about their children's progress through the regular summary sheet, which is discussed and signed by parents. As a result, each child's needs are identified and met exceptionally well.

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

Staff provide a nurturing environment that provides a kind and respectful atmosphere in the club. Children's personal, social and emotional skills develop as they play happily together and form strong friendships across all age groups. As a result, children take great care of one another. Staff are extremely warm and sensitive to the children who they support. A highly effective key person system enables children to settle quickly and gain much confidence as they eagerly explore and investigate. The implementation of very effective procedures and skilled staff ensure that children are extremely well prepared for the next steps in their learning.

Children behave exceptionally well as staff have high expectations and clear boundaries in place. Positive behaviour is encouraged extremely well through consistent praise. Any unwanted behaviour is discussed with children in age and developmentally appropriate language. Children have an excellent understanding of acceptable behaviour and this consistent approach creates a harmonious environment in which children thrive. Children also learn about keeping themselves safe very effectively. For example, they practise the

fire drill regularly and conduct their own risk assessments within the club. This heightens their ability to assess risks to themselves and others, providing them with invaluable skills for life. Children demonstrate that they are highly independent and are fully aware of the routine of the club. When they arrive they hang up their own coat and store their bags securely and confidently enter the club.

Staff promote good health very well through meticulous hygiene procedures. Children have an enhanced understanding of healthy practices, although younger children occasionally need reminding to rewash their hands when returning to the table for more snacks. They are confident in managing their own needs and accessing the facilities independently. Children thoroughly enjoy meal and snack time as they sit together and socialise while eating. Healthy lifestyles are promoted through a range of tasty foods, such as breadsticks and fruit at snack time and hearty, nutritious options for children who stay for tea. Children make independent choices as they frequently make their own wraps by choosing from a selection of healthy fillings. Children have the opportunity to return to the table for snacks if they are still hungry, teaching them to identify and respond to the needs of their own body. Children have access to the outdoor play areas to enable them to enjoy exercise and fresh air, which further promotes their understanding of a healthy lifestyle. This all means children are exceptionally well prepared socially, emotionally and physically with lifelong skills to progress through their future learning.

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

The manager and staff have an excellent understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. The safeguarding of children is given high priority. Extremely robust procedures and staff vigilance protect all children, such as during the collection of children from the various schools on foot and by bus. Comprehensive risk assessments for the journeys and signed parental permission for the trips, actively contributes to children's safety. For example, vehicles used for transport are appropriately insured and staff accompanying children are appropriately vetted and qualified. Staff have received training on how to safeguard children and they have a detailed knowledge of their responsibilities and the procedures to follow should they have a concern about a child. Staff are supported by a comprehensive and up-to-date safeguarding policy in addition to further, thorough policies and procedures that effectively underpin practice at the club. All staff are clear about their fundamental role to protect children and they take swift action to minimise any potential hazards ensuring children are safe in the club. For example, risk assessments cover all areas children have access to and these are double checked by staff prior to children arriving and changes recorded. In addition, a suitable amount of staff are trained in paediatric first aid. These practices promote the ongoing safe management of the club and children's well-being.

Highly robust procedures are in place for employing staff and checking their suitability to work with children. All staff have their previous employment history and references checked thoroughly. Staff records are securely stored on site and are only accessible to authorised members of staff to maintain confidentiality. Staff are regularly observed by the

management team to ensure their practice is of extremely high quality at all times and together they support each other through professional discussions. This enables the whole team to identify the strengths and weaknesses of each other's practice. Regular reviews of staff practice, professional development, training and targets for improved performance ensures that the manager very effectively monitors staffs' continued suitability. Children also regularly evaluate staff practice, ensuring that their voice is heard. Staff flourish and are fully supported by the manager in their roles as they undertake further training and professional qualifications. For example, two staff members are currently working towards further qualifications. This enables staff to gain further responsibility and confidence in their roles in the club.

There is a solid partnership in place between staff, the schools children attend, parents and other agencies. This ensures that any interventions needed are secured, and children receive the support they need. Children with special educational needs and/or disabilities are extremely well cared for as the manager is highly qualified to meet their needs. Parents' opinions are sought regarding the organisation of the club and changes are implemented accordingly and reported back to parents through the 'You said, We did' board. Informal catch-up chats with staff at the end of the day ensure they are fully informed. Parents demonstrate that they appreciate the staffs' work and dedication as they comment, 'I always know how my child is doing through the discussions we have every day and the more in-depth summaries'. Another comments that 'the children love the extra activities and playing with the older children'. Self-evaluation shows rigorous monitoring of the effectiveness of the setting, and feedback from parents, staff and children helps to drive further improvement. There is a well-targeted and ongoing desire to maintain the highest standards at the club. This assists in the building of a secure staff team who share their ideas, to ensure that an extremely high standard of care and learning is provided.

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	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

Unique reference number	EY442211
Local authority	Lancashire
Inspection number	948187
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Out of School XP Ltd
Date of previous inspection	11/06/2012
Telephone number	01254790333

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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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