

Park Out of School Club

Park Primary School, Rutland Street, COLNE, Lancashire, BB8 0QJ

Inspection date	25/02/2014
Previous inspection date	06/11/2008

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

- Children thoroughly enjoy their time at the club. Staff work closely with the school to ensure that the educational programme supports the next steps in children's learning, which ensures they make good progress in their development.
- Relationships between the staff and children are good, which ensures children's emotional well-being is supported well.
- The manager and staff understand their roles and responsibilities to ensure that children are safeguarded and robust systems for risk assessment and staff vigilance means that children's welfare is maintained.
- Staff encourage the children to work cooperatively together and behaviour is good. As a result, their personal, social and emotional development is well promoted.

It is not yet outstanding because

- There are fewer opportunities for children to comfortably relax or rest with a book should they wish to after their day at school.

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 club play room and outdoor area.
- The inspector held meetings with the manager, committee chair and members of staff.
- The inspector talked with children present and took account of the views of parents spoken to on the day.
- The inspector looked at assessment information, planning documentation, evidence of suitability of practitioners working within the club and a range of other documentation.

Inspector

Linda Shore

Full report

Information about the setting

Park Out of School Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Park Primary School and is managed by a voluntary committee. The club serves the children from the host school and is accessible to all children. It operates from a dedicated room within the school and has an enclosed outdoor play area for the exclusive use of the club.

The club employs four members of childcare staff, of these, all hold appropriate early years qualifications at level 3 and the manager holds a foundation degree. The club opens Monday to Friday term time only. Sessions are from 7.30am until 9am and 3.15pm until 6pm. A holiday club, which serves children from other local schools, is available from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 72 children attending, four of whom are in the early years age group. The 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:

- enhance the environment to provide a more suitable cosy area where children can rest quietly or read a book in comfort if they wish to.

Inspection judgements

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

Children are active and motivated learners. They freely engage in many independently selected activities, which they sustain for long periods of time. For example, children begin a game with small scale toys just after they come into the club and return to this play activity throughout the whole session. Staff generally recognise children's progress and understand their needs and interests. Learning records for all children in the early years age group are integrated with the school records. Observations of children are carried out and cross-referenced to the areas of learning. These are merged with the electronic record of development for each child. This works well as staff are all employed in the school and know children very well. As a result, information about children's progress and achievements in all areas of learning are contributing to the group planning, which is well differentiated for the younger children. This means adult-led activities focus on individual children's expressed interests in the club and complement their learning in school.

Teaching is good, staff support children very well and use adult-led and child-initiated activities to extend children's thinking, interests and learning. For example, staff and children have purposeful conversations about how to play a game and staff remain

actively involved as others join in. As a result, children are actively engaged in their learning and make good progress. Effective questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, children ask staff to lie on the tarmac so they can draw around them. Staff oblige and take the opportunity to discuss the difference between the sizes of their outline compared to the children's.

The club operates from a designated room, hall and outdoor play area on the school site. This provides good, large spaces for children to explore, move and develop their physical skills, independence levels and confidence. Children's transitions between the club and the school are very well supported. A holiday club operates during school holidays and is opened up to children from several local schools. This provides a valuable community service and children enjoy a wide range of activities and trips. In addition, they socialize with a diverse group of children and help them understand the wider community. There is a range of good quality resources freely available for children. As a result, children engage in a wide variety of self-chosen activities, which interest and motivate them. Staff have strong partnerships with the school and as a result, children's needs are met very well and they are well-prepared for future stages in their learning. Parents are welcomed into the club by staff and have frequent exchanges of information, which is used to further support children's learning at home and in the club.

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

Staff show a genuine interest in children's play and interactions and as a result, relationships between children and staff are very warm and strong. Children are very happy, confident and have high levels of independence. When children first start at the club, staff obtain information from parents about their care needs and family background. The staff all work in the school and know children well, which enables them to plan for children's individual needs well, particularly for those with special educational needs and/or disabilities. For example, staff understand children's moods and recognise their needs so that they can support them even further. Consequently, children's transitions into the club are well managed. Staff work closely with the school to ensure that children enjoy their time at the club and activities complement those offered in the classroom. For example, they talk to the children about their school day and provide help and support for children to complete homework if they choose to. This ensures children are well-prepared for school the next day. Relationships between the staff and children are good, which ensures children's emotional well-being and personal, social and emotional development is well promoted.

Children are involved in the safety routines as they move outdoors, for example, children wait at the 'yellow line' and observe as the external gate is checked and secure and the area made safe. Consequently, they are learning how to keep themselves safe. Children are well behaved because staff encourage their good behaviour and provide guidance to ensure children are clear about the expectations for acceptable behaviour. Resources are regularly checked to ensure that they are clean and fit for purpose and staff use them well to capture children's interests. For example, when children arrive from their classes they

can immediately choose a stimulating range of games toys and activities which have been set out according to their interests and needs. However, there are fewer opportunities for children who would like to relax or read quietly in a cosy and comfortable area.

Children are learning about healthy lifestyles because they are provided with a range of healthy breakfast options, such as, cereal, fruit and toast. They learn the skills they need to take care of themselves, for example, by scraping off their own plates and loading the dishwasher. This is complemented by the regular access to the outdoor area, where children participate in physical exercise. They enjoy running around, riding and bouncing and understand that being active gives them lots of energy. Children's self-esteem is well promoted because their key carers proudly display children's art work around the club. Staffs' quick response to support children's individual needs means that children are made to feel safe and secure in the club.

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

The management and staff have a secure understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. There are very good procedures in place to ensure the children's safety through thorough risk assessments. Security of the site is well maintained and the checks of equipment, the buildings and outside areas ensure that they are always safe for the children to use. For example, an outdoor game was checked at inspection was immediately removed from use because of broken parts. There are robust recruitment and vetting procedures to ensure that all adults are suitable to work with children. Ongoing performance management through the school and the club means staff suitability continues to be monitored. Children are further protected because staff are fully aware of safeguarding procedures and know what to do if they have concerns about the children's welfare. All the essential regulatory documentation is in place to promote children's welfare and safety.

The management and staff are committed to making continuous improvements to the service they offer children and their families. All staff hold first aid, safeguarding and food hygiene certificates so they can deal with any eventualities regarding children's health and safety. Staff continually look for ways they can stimulate the children's interests and promote their development. Although a formal self-evaluation has not yet been completed, the staff evaluate the activities they provide and research topics to ensure that children are offered fresh ideas for projects. The staff regularly consult with children about many aspects of the provision to ensure that the educational programmes reflect their needs and interests. Each week, the staff also reflect on the experiences to determine if they can extend children's learning and offer additional challenge the following week and link with current school targets.

Partnerships with parents and carers are good. A wealth of information is displayed on notice boards and photographic evidence of children's activities is regularly updated including images of children from the holiday club enjoying a trip to the ski slope only days earlier. Parents say they feel able to share their views and really appreciate the effective

communication they have with the staff. They also comment that the staff have formed very good relationships with their children and that they feel confident and happy for them to attend. Effective links are also established with the host school the children attend. This means that the club successfully provides experiences that complement learning in the classrooms, where children spend more time.

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	EY280538
Local authority	Lancashire
Inspection number	856220
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	72
Name of provider	Park Out of School Club Limited
Date of previous inspection	06/11/2008
Telephone number	01282 863 225

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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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