

Taxal & Fernilee Out of School Club

Taxal & Fernilee C of E School, Reddish Road, Whaley Bridge, HIGH PEAK, Derbyshire, SK23 7DL

Inspection date	27/02/2014
Previous inspection date	16/07/2009

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

- Staff know the children well and have a good understanding of how children learn. As a result, they plan interesting and challenging activities and interactions between staff and children support learning, so all children make good progress.
- Children are safeguarded and can freely play because all staff understand and implement a comprehensive range of policies, procedures and risk assessments.
- Children's well-being is promoted because they make good use of the outdoor space and resources that support their understanding of managing risks.
- There are very strong links with the school and staff regularly share information about children's progress. As a result, the needs of the individual children are well met and there is continuity in their care and education.

It is not yet outstanding because

- Staff do not always join in with children during outdoor play and involve them in a variety of cooperative games. As a consequence, opportunities to further develop children's social skills are missed.

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 children's activities in the main hall and outdoors.
- The inspector talked to the nominated person, manager, staff, and children throughout the inspection.
 - The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector

Alison Byers

Full report

Information about the setting

Taxal & Fernilee Out of School Club was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the hall of Taxal and Fernilee Church of England School, in Whaley Bridge, Derbyshire. The club is independent of the school and is managed by a voluntary committee. The club serves children attending this school and five other schools. The club employs seven staff, five of whom hold relevant childcare qualifications. The club is open from 8am to 8.55am and from 3.20pm to 6.15pm, Monday to Thursday, during term time. On Friday the club closes at 6pm. The club is open on specific days during school holidays. Children attend for a variety of sessions and there are 101 children currently on roll, eight of whom are in the early years age range. The club is supported by Derbyshire's Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- plan activities and games for outdoors that allow children of all ages to play cooperatively together to further support the development of children's social skills.

Inspection judgements

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

The after school club provides a welcoming environment for the children who attend, both from the school where the club is situated and other local schools. There is a good balance of activities that allow children to choose whether they want to run off energy outside, play imaginatively with friends or relax with a book. The staff and manager have a good understanding of how to support children's learning and development and as a result, they plan suitable activities that interest and challenge the children. They know the children well and provide a mixture of popular resources and planned activities that offer children new experiences. For example, children enjoy the familiar train set and scooters outside but benefit from opportunities to bake and build dens. The range of resources allow children to continue their learning from school in a relaxed and unpressurised environment and staff use their skills to support them. Children practise their fine motor skills at the craft activity as they carefully cut out and colour pictures and staff provide sensitive support to help them achieve their aims. Staff use effective strategies to work with children and think through how to create a peg shark, talking to them about what they will need and the shapes and colours to use. As a result, children's learning is reinforced and staff's praise of their work builds their confidence and self-esteem. Staff use their knowledge and skills to maximise all opportunities to support children's learning through play. For example, by encouraging children to join in with rhyming words in a book and helping children to count backwards from 10. Therefore, children are making

good progress towards the early learning goals and are being prepared for the next stage of their learning as they move up through school into year one. Staff at the club share their observations regularly with the teachers in school so they can be used to inform the teachers' assessments.

There are strong links with the school and an agreement with teachers that the primary focus within the club is children's personal, social and emotional development. Staff maximise opportunities to support children's confidence and social skills, so children are learning how to manage emotions and friendships. The club have access to a large and varied outdoor space and provide a range of resources like scooters, roller blades and balls that develop children's physical skills. However, staff do not always join in directly with the children to organise cooperative games and activities that would further support children's social development and allow children across the age range to play together.

Parents are very pleased with the service the club provide and are kept well informed through newsletters and verbal communication about what their children have been doing. When children start at the club parents complete an information sheet about their child so staff are aware of children's interests and dislikes, helping them plan suitable activities.

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

The children are happy, confident and enjoy their time at the club because they have good relationships with the staff who focus on promoting their overall well-being. There are very good links with the teachers in school and a number of staff at the club also work within school, this provides children with continuity of care that is especially important for building the confidence of the youngest children as they settle in to the club. For example, communication between staff and the teachers enables the club to provide children with familiar and favourite toys so they are happy and excited to attend the club. Staff know the children particularly well, allowing them to support children appropriately. For example, they know which children are more confident and which need more encouragement to achieve at their chosen task. Staff provide the relevant level of support allowing all children at the club to be fully engaged and get the most out of the opportunities they offer. Staff utilise routines to support children's development, for example, they sit with children at tea time to make it a social occasion and children enjoy telling staff about their day at school. Children are encouraged to listen to each other so are learning to respect others and being valued supports their self-esteem. Children's growing confidence helps prepare them emotionally as they move up through school.

Staff set high expectations for children's behaviour and have worked with the children to set the rules. Any reminders that children need about the rules are reinforced with explanations. For, example staff explain why they must tell staff if they are going to the toilet or outside and why they must not run in the hall. Staff are continuously reviewing their behaviour management strategies and updating their training to ensure the most effective strategies are used. As a result, there are very few incidents of poor behaviour. There are many opportunities for children to develop their understanding of how to manage their own risk and staff talk to them about what they can do. For example, wearing helmets when roller blading, holding scissors over the desk and wearing luminous

jackets when they explore outside in the dark.

Children are developing a good understanding of healthy lifestyles because staff at the club talk to the children about healthy food choices. Children enjoy the range of fruit that is offered for snack and many children stay for the varied and healthy range of dinners they provide. Children make good use of the large outdoor space to get fresh air and exercise after their day at school. Children are developing increasing levels of independence because staff provide them with opportunities to do things for themselves. For example, they provide coat racks so children can look after their belongings and they are encouraged to pour their own drinks and lay the table for tea. They understand the need to wash their hands before they eat and children remind each other as they come for snack. Children are also able to regulate themselves and their use of the computers, managing a list of who is next and how long each person has played on the computer.

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

The manager has a good understanding of the club's responsibility to protect children from harm because there is a clear safeguarding policy that is understood and implemented by staff. All staff have been vetted as suitable to work with children and the recently recruited staff are subject to suitable scrutiny and induction procedures. There are comprehensive policies and procedures that are regularly reviewed and understood by staff and parents are informed about them when their children start. There are detailed risk assessments covering all aspects of the club including additional activities undertaken during the holiday club sessions. Staff complete checklists before each session to ensure the environment is safe and secure so that children are free to play.

The manager works closely with her staff and there are good working relationships that allow staff to resolve any issues. Appraisals are completed annually and the manager is able to deploy the staff according to their expertise and plan support to develop other skills. Staff have a variety of qualifications and training that develop different aspects of the setting, from the planning of play opportunities to how to support children's early language and literacy. The club provide a wide range of activities and resources and staff informally evaluate their effectiveness and change them as necessary.

There is an ongoing self-evaluation process that accurately identifies the club's strengths and areas for improvement. Staff receive support from the local authority to develop their club and work effectively with committee members. Several parents are committee members and all parents and children receive regular questionnaires that staff use to help plan their provision. For example, the club organise piano lessons during the session in response to a parental request and children helped raise money for computer games. The links with school are a strength of the club and contribute significantly to the overall well-being and outcomes for the children attending the club.

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	206247
Local authority	Derbyshire
Inspection number	865403
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	101
Name of provider	Taxal & Fernilee Out of School Club Committee
Date of previous inspection	16/07/2009
Telephone number	01663 733262

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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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