

# Mary Swanwick Out of School Club

Mary Swanwick Primary School, Church Street North, Old Whittington, CHESTERFIELD, Derbyshire, S41 9QW

<b>Inspection date</b>	18/03/2014
Previous inspection date	31/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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's learning and development is supported well by the staff as they offer a wide range of activities and play experiences that complement what the children have been doing during the school day.
- Staff teach children that they are unique, and worthy of nurture, valuing them as individual personalities and encouraging them to learn through skilful and warm, responsive interaction.
- Partnerships with parents and carers are good. Staff involve parents and value their input. Good information is shared between the club, school and home and this is of benefit to the children.
- Children are protected effectively and their well-being assured as the management and leadership of the setting is strong. Safeguarding is prioritised successfully, staff are vigilant in maintaining consistent, effective safety and hygiene routines, which are supported by the effective maintenance of records and documents.

### It is not yet outstanding because

- The organisation of the written observations and assessment of children's development means that the records are a less useful tool in assisting the otherwise consistent good

support which fully complements children's progress and learning.

## 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 staff engaged in a range of indoor learning activities and play with the children.
- The inspector held discussions with the directors, staff and children and took part in a joint observation with a director.
- The inspector looked at samples of children's assessment records, the club policies, staff records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Yvonne Layton

## Full report

### Information about the setting

The Mary Swanwick Out of School Club is a long-established setting which re-registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Mary Swanwick Primary School in Old Whittington, near Chesterfield in Derbyshire. It is a limited company which is non-profit making and is managed by a voluntary board of directors. The club serves the school and is accessible to all children. It operates from the community room and children have access to the secure grounds of the school for outdoor play and the school hall. The club employs four members of childcare staff, two of whom are on the board of directors. Three staff hold appropriate early years qualifications at level 3. The club opens Monday to Friday term time only. Sessions are from 7.45am until 8.50am and 3.10pm until 5.30pm. Children attend for a variety of sessions. There are currently 24 children attending, of whom three are in the early years age group. The club supports a number of 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:

- complement the monitoring of children's progress further, for example, by organising the children's observations and assessments records so that they are a useful tool to aid the support for children's learning.

## Inspection judgements

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

Children are eager to attend the club and are motivated to learn. The club provides a relaxed atmosphere where children feel that they belong. The stimulating, interesting and varied resources are inviting, and the staff and children use them effectively. All children are able to confidently self-select and request resources and the staff provide rich opportunity for them to explore and experiment freely. The educational programmes provide for all areas of learning and are adapted to meet the needs of the children of different age groups. Staff demonstrate a strong understanding of how to promote children's development through play and exploration. The quality of teaching is good as staff are actively involved in children's play and ask a wide range of open-ended questions. In addition, they know when to step back so that the children have the time and space to think for themselves. This contributes to effective teaching because it supports children in becoming active independent learners. Therefore, this means children develop the skills to solve problems and it promotes their confidence to explore new ways to do things. Staff work closely with their colleagues in school to ensure they effectively complement each other to enhance children's learning and progress and identify where any extra support is needed. In addition, staff complete observations and assessments to

monitor and track children's progress. There is room to develop these written records further, to aid clarity and assist in the monitoring of children's development, as the recordings are not organised. This means they are not a useful tool to complement the otherwise strong continuity of children's learning. All of the staff work in the school and transfer their knowledge of the children and themes from the school into the club. This enables them to link activities and support children's interests. The staff work effectively with specialist agencies and parents to ensure children receive an individualised supportive service, including children with special educational needs and/or disabilities. Consequently, continuity and progression of children's learning and development is supported well. They build firm foundations, developing skills for future learning. Parents are successfully informed about their child's achievements through daily discussions. This helps them to support their learning at home.

Children enjoy activities and experiences that cover all of the areas of learning, including, an appropriate focus on the prime areas of learning and regard for the specific areas of learning. Their learning is enhanced as the staff have a high level of understanding of, and commitment to, promoting their interests and ideas. Children's avid interest in a television baking programme is supported as they bake cakes. This is extended as the children design and sew 'cupcakes' and make eraser dough buns. Staff judge the cakes and extend children's vocabulary and fun as they use expressive words, such as, 'sumptuous' and 'flavoursome'. Staff provide good opportunities for children to develop and extend their language skills. For example, they consistently engage them in conversation and show interest in what they have to say. Children respond well to this support, excitedly explaining what they are doing. They show a keen interest in construction, imaginative play, writing, colouring and being creative with a range of resources readily available. Staff encourage and support them to make their own creations. For example, children design their own displays and have their own drawing book.

Reading and writing skills are widely supported and children have many opportunities to practise these. This includes, each child has their own 'All about Me' book where they create their own drawings and stories about their life, family and events, such as holidays. In addition, individual learning needs are supported well as staff demonstrate careful consideration and sensitive support to enable children to make progress and achieve, including, younger children and children with special educational needs and/or disabilities. Children develop a love of books and stories as they enjoy reading together with staff, alone or each other. Individual stories are made special as children sit comfortably with staff to listen to a story. Their awareness and understanding of the wider world is promoted well through discussions and activities. For example, the children visit a Chinese restaurant for a meal. They have access to a variety of resources which promote positive images of diversity and national and international celebrations are explored through well planned activities.

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

Children's well-being is prioritised in the club. Staff care for them and ensure they are secure and feel safe. Children and staff form close bonds as they know each other well. This supports children's sense of belonging and ensures their individual needs are met to a

high standard. They are happy and form positive relationships with staff and their peers, which helps to develop their confidence. Staff focus well on supporting all children, in particular, the younger children and children with special educational needs and/or disabilities, who may need additional reassurance. Children are happy and confident as they eagerly move around the club, making independent choices about what activities they would like to take part in. This supports their well-being effectively and promotes smooth transitions for children from school and their home. In addition, children are acquiring skills, attitudes and dispositions they need at school or the next stage of learning. Staff work closely in partnership with parents regarding children's care. They share good information to keep children safe and healthy. Children, parents and visitors are offered a warm welcome and the club is a serene and harmonious play environment. The club has a very high focus on supporting the children and their families together and promoting a good sense of community. Children are actively involved in activities that enhance their sense of belonging to the local community. They take part in local events, such as designing and creating a display for the 'Village in Bloom' event. They are involved in the flower festival at church and take part in local fairs and fetes.

Staff are warm and friendly and help all children feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the club, growing in confidence as their ideas and wishes are valued and supported. Children make independent choices and have ownership of the club. They take responsibility for their own actions. For example, each child has their own key to a locker where they store personal items. They are actively involved in the creation of the club rules. Children create different posters, such as, for drink and snack routines. In addition, children use a suggestion box to share their ideas for activities and events. They have created a leaflet about the club for new children to make sure they are well-prepared and welcomed. As a result, children feel extremely settled and content. Children's behaviour is good and they develop strong social awareness as they use good manners and are encouraged to respect themselves and each other. Staff are good role models regarding behaviour as they show respect to each other and the children and are consistent with the routine. Children's self-esteem is enhanced and they are praised regularly for their good behaviour and achievements. Therefore, children's personal, social and emotional development is fostered very well.

Children are learning about safety and self-care through effective routines, activities and discussion. They are well-used to washing their hands before eating and after using the toilet. Children clearly understand about protecting themselves and others by using good hygiene practices. Individual dietary needs are known and responded to by all of the staff. Children are involved in the planning of a mixed nutritious snack. In addition, at the start of each session they are given choices about what they want for snack. Snack time is used as a social occasion. Children have opportunities for fresh air and exercise outside in the play area. They also, have use of the school hall. Here they dance to music and play traditional games. Children are proactively involved in learning about taking risks and keeping themselves and others safe. For example, they design their own fire evacuation plan and investigate fire safety equipment within the school. In addition, they respond to staff consistent safety reminders including, handling scissors safely. Planned activities are used to further promote children's safety awareness and are linked to issues of concern for parents, such as using the internet safely.

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

Children are protected well as the staff have a strong knowledge of child protection issues. This is enhanced by safeguarding and child protection training and in-house discussions during staff meetings. This ensures that staff are fully aware of the possible signs of abuse and know what to do if there are any concerns about a child. Children's well-being is assured as the premises are secure, and robust safety and security procedures ensure they are well protected. There are secure collection procedures, which ensure children are collected by a known adult. In addition, efficient safety procedures, routines and detailed risk assessments enable the staff to provide a safe environment. There are a wide range of policies, procedures and records, including effective accident and medication records, which are reviewed and support the safety of the children. Children's well-being and safety are assured as effective suitability checks are recorded for all staff. Alongside these, efficient procedures for safe recruitment and clear staff policies and procedures ensure staff are suitable for their role. All of this ensures children's safety is promoted.

Children's well-being is promoted strongly as the club has effective monitoring and evaluation in place. Regular discussion, staff meetings and appraisals are held. Staff hold consistent reviews about all aspects of the club, including, meeting the needs of the children and areas to develop. The planning of activities and children's information and development records are reviewed on an ongoing basis. This means that children's needs are quickly identified and met. Qualifications of staff are suitable and staff training is focused to ensure that children are provided with a worthwhile, safe and enjoyable experience. The recommendations from the last inspection have been positively addressed. This means that children's experiences are positive in the club because staff have high expectations of themselves and children.

The club's ethos is about supporting the whole family and there is a strong commitment to work together with parents and build solid relationships. Partnerships with parents are effective. This ensures they are confident to leave children in the club's care. Staff have good communication with them, supported by good access to the policies and procedures. This ensures continuity of children's care, learning and development. Parents' views about all aspects of the club are sought by questionnaires, a suggestion box and comment book. In addition, parents have the opportunity to be proactively involved in the voluntary management committee. Children have an active voice in sharing their ideas and opinions about club. Their ideas are listened to and acted upon. All of this ensures that parents and children have a real say and effectively, alongside the management and staff, ensure the club continues to provide a quality learning opportunities and care for children. Consultation between parents, school and other agencies are ongoing. This makes sure children's needs are consistently and appropriately met and ensures that their learning and development is continued and built upon well.

## 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

<b>Unique reference number</b>	EY382699
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	878866
<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>	32
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Mary Swanwick Out of School Club Limited
<b>Date of previous inspection</b>	31/03/2009
<b>Telephone number</b>	07952017656

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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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