

Yaxley Out Of School Club

Bentley Avenue, Yaxley, Peterborough, Cambridgeshire, PE7 3ZT

Inspection date	26/06/2014
Previous inspection date	16/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are self-motivated and show high levels of responsibility towards each other and the resources and equipment they use, because staff have a good understanding of how provide for them.
- Children make progress access all seven areas of learning because there are rich and wide-ranging experiences both indoors and out.
- Children are very effectively supported to form good relationships with each and with adults, therefore children are happy, secure and confident.
- Staff have a good understanding of the safeguarding and welfare requirements and they know what to do if they have a concern. This means that children are well protected.
- Staff, parents and children are able to make a strong contribute to the self-evaluation processes. This means that children and their families are well provided for.

It is not yet outstanding because

- The established programme of professional development is yet to be specifically tailored and informed by the evaluation of practice of newer staff, enabling them to further extend their already good skills and understanding.
- On occasions, the snack time routine does not support all children to sit comfortably and socialise fully because furniture is not always arranged well enough.

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 had a tour of the premises.
- The inspector observed play activities, interacted with children and observed them during snack time.
- The inspector looked at documentation including children's assessment records, planning and policies.
- The inspector had discussions with the manager and staff. She looked at the evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Claire Bell

Full report

Information about the setting

Yaxley Out of School Club opened in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose-built building situated on the premises of Fourfields Primary School in the village of Yaxley, Cambridgeshire. Children are cared for across two rooms and have access to an enclosed outdoor play area. The club is open each weekday from 7.30am until 9am and from 3pm until 6pm during term time. It also opens in the school holidays from 7.30am until 6pm, with the exception of four weeks in the year. There are currently 80 children on roll, of whom 10 are in the early years age group. Children attend from three different schools within the village. The club employs seven members of staff. Of these, three hold an appropriate early years qualification at level 3 and three hold level 2. The club is able to cater for children who speak English as an additional language and 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:

- extend the good knowledge, skills and understanding of newly appointed staff by ensuring that the established programme of professional development is even more sharply focused and targeted, and informed by the evaluation of practice
- support children to fully enjoy the social opportunities at snack time, for example, by always ensuring that the environment is arranged to create sufficient space and comfort.

Inspection judgements

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

Staff have a good understanding of how to provide for children. The richness of the experiences available enable children to make progress across all seven areas of learning. Many of the learning opportunities are child-led and engage children in active play. This means that children are self-motivated and show high levels of responsibility towards each other, as well as the resources and equipment they use. The wide range of activities available at the club are well resourced, both indoors and out. The activities are well planned by staff and are designed to appeal to all age ranges. These include large and small construction, water play, play dough, role play, art and craft, books and writing materials, ball games and climbing equipment. This means that the needs and interests of all children are very effectively met. Children are encouraged to develop their creative skills by using their own ideas and imagination. They enjoy creating stories through role play. For example, they create a pretend a house that was burnt down and then create a

pretend bath for a child to sleep in because he has no bed. Children are well behaved. They are brought to the club by members of staff from the feeder schools in the village via a 'walking bus' scheme. They enter in an orderly fashion and are greeted warmly as they arrive. Good levels of independence are encouraged. Children understand the routines of the club and quickly organise their own belongings and settle into activities. Children are able to make their own choices, for example, in what they play with or what they eat at the snack table when they create their own sandwiches.

Staff plan effectively for children's learning. They are sensitive to the needs of children and are skilled in being able to support areas of development in which children are performing below expectations. For example, a child who has difficulty in developing good social skills is sensitively supported by staff. They continue a ball game with the child when his playmate leaves the game. Staff understand what will motivate and engage children and help them to learn. They observe children so that they develop a good understanding of their individual needs and interests. Staff adapt activities and add challenge to create further interest. For example, the children set up an Olympic Games circuit. Staff suggest adding a timer so that each contestant could be timed going around the circuit. This ensures that children are constantly engaged in meaningful activities and make good progress. Staff are able to accurately assess children's development, identify next steps and plan for future learning to ensure that children continue to make progress. Parents report that children make good progress while they are attending the club. For example, children in the Early Years Foundation Stage develop well and learn good physical skills because they are encouraged to play ball games or football with older children.

Partnership with parents is good. The induction procedure ensures that parents are encouraged to contribute information on how their child is best supported. Information about the needs of particular children, including those with special educational needs and/or disabilities, is effectively shared between club staff, parents and the school through the 'home to school diary'. The consistent implementation of this system has been highly effective in supporting children, for example, in cases when a child has had difficulty with self-care. The special educational needs coordinator works effectively with children, ensuring that all children progress well from their starting points. She links with the primary school to ensure that there is cohesive approach to the way that children's individual needs are supported.

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

Early Years Foundation Stage children are linked to a key person. Partnerships between families and the key person are effective. Each key person forms good relationships with children and their parents, resulting in a relaxed and open atmosphere. They provide good levels of communication with parents. They are effective in tracking children's progress and ensuring their needs are met. Parents are very happy with the care that the club provides. They report that all the staff always show a highly caring attitude. They feel that the staff are effective in ensuring that their children are completely safe and well looked after. One parent described the quality of care as if staff were 'caring for their own child'. This results in children feeling secure and at ease. Staff provide a good role model for

children. This contributes to children's good understanding of how to behave positively and consider others. Children are very well supported when forming friendships. A buddy system is set up for children who are new to the club. Older children are linked to new children. This gives each new child a special friend to play with as soon as they begin attending the club. Children settle very quickly because they develop good friendships, relate well to others and feel happy.

Although the snack time is well organised to ensure that good levels of independence are fostered, the physical space is not always organised well enough to enable all children have enough space to sit comfortably and socialise. This means that sometimes the opportunity to further support children's all-round development at snack time is not always maximised. Children know the importance of hygiene and safety because they understand that when spills occur they need to be cleaned. They understand the importance of hand washing, for example, after using the toilet. Children are aware of healthy eating because they discuss the benefits of eating fruit and vegetables they grow in the garden area. They know that these foods are good to eat because they help them to grow healthily.

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

Safeguarding is a high priority which results in children being well protected and safe. Staff have a good understanding of how to keep children safe and what to do if they have a concern. Children are able to freely and safely move about the various areas, both indoors and out. Staff in each room track where children are, ensuring that they are safe and secure, while at the same time enabling them to make choices. They understand how to assess risk because they diligently follow procedures for the door security system, ensuring that the premises are secure at all times. They supervise children well, while at the same time supporting children in a way that allows them to grow in confidence. For example, staff enable children to use gardening equipment safely. Children are regularly involved in assessing possible risks in their play environment alongside staff. Together they use risk assessment sheets prior to starting a new activity. Children are asked questions, such as 'How could you make it safe?' Effective recruitment processes are in place and ensure that staff who are appointed are appropriate to work with children and are skilled.

The manager has a good understanding of her responsibility to monitor the quality of provision at the club. This means that children enjoy experiences which engage them and enable them to learn and progress. The quality of the experiences provided is monitored through observation of how well children respond and learn and the progress they make. The manager uses this information to make decisions about how the provision is developed and improved further. The self-evaluation summary is succinct and accurate. Staff, parents and children make a strong contribution to the self-evaluation process. Priorities for improvement are specific and appropriate. The manager constantly monitors staff practice in order to ensure that children are well cared for and individual needs are met. Performance management procedures and supervision are in place. This enables staff to reflect on their own practice so that they develop a clear understanding of what is successful, as well as any areas which could be improved further. As a result, children's

needs are met. New staff are inducted to ensure that they understand their role and responsibilities. Staff attend various training courses so that they can enhance their qualifications and continue to meet the needs of children. However, the established programme of professional development is yet to be specifically tailored to further extend the skills and understanding of newer staff based upon the evaluation of their practice.

The club works in partnership with the three schools in the village which are attended by the children. Regular termly meetings with school staff provide an opportunity to share information. This assists club staff when they plan activities which will complement what children are learning at school. As a result, children are effectively supported to build on and continue their learning. Children are able to successfully transfer their learning between school and the club. Partnerships with parents are strong. The club communicates readily and openly with parents and school staff. All adults cooperate together to ensure that children are happy, feel assured, are well cared for and able to thrive.

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	221646
Local authority	Cambridgeshire
Inspection number	876360
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	80
Name of provider	Yaxley Out Of School Club Committee
Date of previous inspection	16/12/2009
Telephone number	07731992800

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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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