

Extra Time Out of School Club

Darton Primary School, Station Road, Darton, BARNSELEY, South Yorkshire, S75 5AD

Inspection date	11/08/2014
Previous inspection date	10/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have a good understanding of their responsibilities and the procedures for protecting children. They implement robust safeguarding and child protection procedures, which helps to ensure children are safe within their learning environment.
- The staff promote children's emotional well-being very well, so they have a strong sense of belonging. As a result, children are happy and settled.
- Staff accurately assess children's progress and use the information to plan effectively for their individual learning needs. As a result, children make good progress across all areas of learning.
- The partnerships with parents and other professionals are successful. As a result, staff complement what children are learning at home and in other early years settings they attend.

It is not yet outstanding because

- Staff are not always consistent in re-shaping tasks by encouraging children to further explore their ideas and thoughts to promote exceptional levels of 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 activities in the community room and the outside learning environment.
- The inspector conducted a join observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the settings self-evaluation form and their improvement plan.
- The inspector held discussions with children.

Inspector

June Rice

Full report

Information about the setting

The Extra Time Out of School club opened in 2007 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the community room at Darton Primary School in Darton, Barnsley and is privately owned. The Out of School club serves the immediate locality and also the surrounding areas. It opens five days a week, from 7.30am to 8.50am and from 3.10pm to 6pm during term time, and from 8am to 5.30pm in school holidays, with the exception of bank holidays and Christmas. Children have access to an enclosed outdoor play area. There are currently 91 children on roll. Of these, seven children are in the early years age range and attend for a variety of sessions. There are currently five staff working directly with children, all of whom have an appropriate early years qualification. Three of the staff have appropriate qualifications at level 3. The Out of School club receives support from the local authority.

What the setting needs to do to improve further

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

- extend staff skills in how they help children to explore ideas and make links in their learning, for example, by increasing the use of discussion during activities to help children to think through and extend their thoughts and ideas, and support exceptional levels of learning.

Inspection judgements

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

Staff make accurate assessments of children's progress and correctly identify their next steps in learning. Alongside these assessments, they make good use of information shared by parents and other early years professionals about children's ongoing development. This helps them to plan effectively for children's individual learning needs. As a result, they successfully complement what children are learning at home and in other early years settings that they attend. Overall, staff plan a good range of activities that children find interesting and challenging, particularly after a day at school. As a result, children remain motivated and make good progress across all areas of learning.

The quality of teaching is good. Staff carefully observe children in play and they know what they can do. Overall, they time their interventions well and make good use of language and questions to aid children's learning. For example, while children are making pizza bread, staff encourage them to name the different toppings, talk about the food they like and ask them how long they think the pizza will take to cook. Staff explain that the tomato puree is the base of the pizza and that the toppings go on top. Staff encourage children's imagination during outside activities. For example, as children ride bikes they

introduce traffic signals and ask them what the green, amber and red lights mean. When children race through a red light, staff ask children for their driving licence and explain what they are doing is dangerous and against the law. This promotes children's understanding of the world. However, there are occasions when staff do not extend on what children say. For example, they ask children how long it takes to cook a pizza and children reply 'twenty minutes', but there is no further discussion to help them to follow through with their thoughts and ideas.

Staff encourage children to independently use a range of equipment, such as scissors, knives and shape cutters, during activities. As a result, children learn to use tools safely. Children are very proud of their achievements and are pleased to receive the praise staff offer. Children are encouraged to talk about their feelings and people who are important to them. This promotes children's good self-esteem and gives them a strong sense of belonging. Staff successfully support children's early counting and reading skills. For example, they encourage children to read a simple recipe, measure out the ingredients and follow written instructions when baking. Staff effectively promote children's physical skills by encouraging them to use the outdoor environment at every opportunity after school. Children join in team games, such as football and cricket and learn to use hoops, skipping ropes and pogo sticks. Children are provided regular trips during school holidays to places further afield. As a result, children are learning about their wider environment as they share experiences. This promotes their personal, social and emotional development.

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

Children's health and well-being is promoted well. Staff effectively promote the benefits of fresh air and exercise. Parents provide children a packed lunch during school holidays and staff prepare healthy and nutritious snacks before and after school. Staff monitor what children eat and promote a healthy diet in discussion with parents. As a result, children eat healthily. Overall, children learn about the reasons for good hygiene practice. For example, they routinely wash their hands after using the toilet.

Staff plan an environment that fully promotes children's independence and choice. The resources provided are age and developmentally appropriate. They are well presented and children are able to select them for themselves. This promotes children's choice and they develop the confidence to make decisions about what they want to do. Consequently, children are well prepared for their next stage in learning, such as school. Staff teach children how to manage risks through their daily routine and activities. For example, they supervise children closely and explain how to correctly use outdoor equipment as they develop their balance and coordination skills. Children also learn how to evacuate quickly in an emergency. This helps children behave in ways that are safe for themselves and others. There are high expectations for good behaviour. Staff plan and provide lots of opportunities that help children to learn how to share and take turns. As a result, children are well behaved, considerate of others and learn to work together. This helps to prepare children for their next learning environment, such as school.

Parents are introduced to their child's key person during the settling in process. The key person works closely with parents and other early years providers, to ensure they gather

good information about children's individual care needs, home routines and abilities on entry to the setting. As a result, children's onward transition between home, school and the club is managed very well. Consequently, parents are confident to leave their children in their care and they settle quickly.

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

Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff complete safeguarding training to ensure they fully understand the potential signs of abuse and neglect. They are familiar with their safeguarding policy and current guidance from the local authority. As a result, staff have a good understanding of the procedures for monitoring and reporting any child protection concerns. This helps to protect children from harm. Robust recruitment and vetting procedures and a clear induction programme are well embedded. This helps to ensure that staff working with children are suitable to do so, and that they understand their roles and responsibilities. All required documentation is in place. Staff carry out robust risk assessments that help them to identify and reduce any possible hazards to children. Premises are secure and staff ensure that they effectively monitor the entrance to the setting as children arrive and leave. This prevents unauthorised visitors entering and children leaving unnoticed. As a result, children are kept safe.

Staff practice and its impact on children's learning and well-being are well monitored. Annual appraisals and supervision meetings are completed periodically. This ensures that staff are well mentored and demonstrates a commitment to continued improvement. Staff work closely with parents, external agencies and other providers in order to support children and their families. Children begin at the club after they have started school at the age of three years. However, staff understand the requirement to complete a progress check for children between the ages of two and three years, should children in that age group attend.

Leadership and management reflect critically on the quality of the care and education they provide for children. Staff attend weekly staff meetings to discuss any areas for improvement, the planning of activities and to share the learning needs of individual children. Staff regularly seek the thoughts of children and parents on the provision they provide. As a result, they identify areas for improvement and take appropriate action. For example, children commented that they were bored with the outdoor provision. As a result, the club extended the variety of resources available. They purchased, tarpaulins, pegs and ropes so that children can freely design and create tents and shelters outside. Staff successfully engage with other provisions children attend. As a result, information about children's care and learning is appropriately shared. Staff have good partnerships with parents. They inform parents about their children's learning and development and offer them ideas about how they can continue with their children's learning at home. As a result, they work together to ensure children continue to make good progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY357982
Local authority	Barnsley
Inspection number	857547
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	91
Name of provider	Amanda Jane Grosse
Date of previous inspection	10/05/2010
Telephone number	07912303444

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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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