

Barton Out of School Club

Barton-upon-Humber Youth Centre, Maltby Lane, BARTON-UPON-HUMBER, South Humberside, DN18 5PY

Inspection date

26/09/2014

Previous inspection date

15/11/2010

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	1
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

- The strong skills of key persons ensure all children are emotionally well prepared for the next stages in their learning. They understand the importance of working in partnerships with parents, to ensure they are able to contribute to their children's learning, and that individual care needs are thoroughly met.
- The club's manager understands her responsibility to support the Early Years Foundation Stage and the educational programmes. She understands the importance of continuing to keep her own and her staff's knowledge and skills up to date and to reflect on and evaluate the practice.
- The club is a welcoming, highly stimulating environment with child-accessible resources that promote learning and challenge children both in and outdoors. Resources are of excellent design and condition and great attention has been given to following children's interests.
- Children's safety and safeguarding is central to everything staff do. They effectively support children's growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- Observations are occasionally not rigorous enough for those children returning after long absences, so that any gaps are identified more quickly and appropriate interventions are sought sooner.

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 checked suitability of the areas of the premises, looked at resources and observed children during activities both inside and outdoors.
- The inspector looked at children's assessment records and a range of other documentation, including the safeguarding procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and the policies and insurance documentation.
- The inspector conducted a joint observation with the manager.

Inspector

Tracey Firth

Full report

Information about the setting

Barton Out of School Club registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is based within The Hub, a refurbished community building, centrally located in Barton, North Lincolnshire. The club has the use of a main playroom with access to an information and communication technology suite and a full size sports hall. There is a kitchen, staff room/office and toilet facilities with showers and an enclosed outdoor play area. Children attend from four local primary schools and two secondary schools in the local community and surrounding areas. The club employs seven members of staff, including the manager. The majority of staff hold recognised childcare qualifications. There are currently 90 children on roll, 11 of whom are in the early years age range. The club offers support to children with special educational needs and/or disabilities. The club is open each weekday from 7.30am until 9am and from 3.30pm until 6pm, during term time, and from 7.30am until 6pm, in the school holidays.

What the setting needs to do to improve further

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

- ensure returning children with identified needs are closely monitored , so that appropriate interventions are quickly sought and any gaps in their learning are rapidly closed.

Inspection judgements

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

Children are well supported in their learning and development because the club's staff have a good understanding of the Early Years Foundation Stage. Planning clearly identifies how activities promote individual children's progress towards the early learning goals. Staff have a good awareness of the ways in which individual children learn best and provide them with many opportunities to play, explore, investigate and to learn through first-hand experiences. For example, children have access to a real tool kit, which they used to build a fully functioning go-kart, with support and risk assessments from staff. Consequently, children thoroughly enjoy attending the club and are active learners.

Children are working comfortably within the typical range of development expected for their age, taking account of any special educational needs and/or disabilities. Activities are adapted to ensure that every child can enjoy taking part and achieve well, given their own capabilities. For example, following boys' interests, toy fish and dinosaurs were hidden inside large frozen blocks of ice, enabling children to chip away at ice blocks to 'discover'

what was inside. Staff effectively teach children while they play alongside them, offer support and one-to-one attention when needed, ask open questions and allow time for children to think and respond. As a result, children are being prepared for the next stage in their learning well.

Strong relationships are built between parents and staff, which enhances information sharing. Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the club's staff, external agencies and other providers. This particularly benefits children with special educational needs or disabilities, as successful strategies for caring and teaching individual children are effectively shared. The staff use a variety of methods of including parents so that learning can continue at the club and at home. Parents are sensitively questioned during the settling-in period and home visit, which helps the staff to identify their child's starting points, routines, characters and interests. Parents are engaged in their child's development through discussions with staff, newsletters, information booklets and a parent's notice board. The manager has regular contact with the teaching and support teams in the other settings that the children attend. This enables staff to convey information to parents from school and ensures children with additional needs are receiving a consistency in the support they receive. As a result, partnerships with parents and other relevant professionals result in continuity and a shared approach to children's ongoing learning and care.

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

Children move freely around and enjoy an excellent broad range of experiences that develop their growing independence and emotional well-being. Staff are highly skilled and sensitive in helping children of all ages and abilities form secure emotional attachments. Staff are always on hand to monitor the safety of children and to ensure inclusion is thorough. All children receive warmth and affection and form appropriate bonds with staff and each other. Children who have statements of special educational needs, increasingly show high levels of self-control during activities and confidence in social situations, and are developing an excellent understanding of how to manage risks and challenges relative to their abilities. Trusting relationships contribute to children's safety and sense of belonging. Some of the staff work with the same children in their pre-school, resulting in a strong sense of continuity, particularly when children move to the club for the first time or have special educational needs or disabilities. Settling in periods include the manager visiting children at home and children attending holiday club sessions, so they are familiar with the club's environment before they start school. There is a high ratio of staff to children and a strong key person system is in place. Children are guided to make their own choices and set many of their own rules, which promotes confidence and makes them feel extremely valued.

Children are involved in carrying out daily risk assessments and are confident to notify staff of any areas in need of improvement. They are taught useful life-skills, such as road safety to keep themselves safe. With guidance from children, the staff have formulated a snack cafe enabling the children to buy healthy snacks and drinks. Children are given a small amount of money each day to spend at the till, operated by one of the children.

Children have regular free access to fresh air and exercise throughout each session and are able to independently use a water fountain for fresh drinks at all times. The promotion of children's health and well-being are outstanding.

Resources are plentiful, both inside and outside. There is a highly stimulating environment with child-accessible resources that promote learning and challenge children. Children have access to a very wide range of very good materials and resources, such as a hair and beauty salon, and look forward to camping on the premises overnight. Children are exposed to an excellent information technology suite, where they are trusted to use equipment, such as an over-head projector, electronic games and tablets. Behaviour is extremely good. Children are aware of boundaries set and behavioural expectations in the setting because they have contributed to writing the rules. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and motivation. Children share concerns with staff, which demonstrates that they feel safe and have developed an understanding of acceptable behaviour.

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

The club's staff are fully aware of their safeguarding responsibility to protect children and of potential indicators of abuse and neglect. Local procedures and all relevant contact details are clearly displayed, should any of the team have concerns regarding a child in their care. The manager follows safe recruitment procedures and the premises are a safe environment for children. Records, such as medical needs and emergency contact details are maintained as legally required for children's well-being, and safeguarding policies include the safe use of mobile phones and cameras. All staff are trained in paediatric first-aid. As a result, children are protected and are confident to try new ideas in a safe environment. All parts of the premises are safe, secure and suitable. This is because risk assessments are effectively implemented to ensure potential hazards are identified and minimised.

The nursery staff have a good and consistent understanding of how children learn and develop their skills through play. This is because they use their good knowledge and experience to effectively teach children, which enables children to make good progress. The club's supervision is effective, with the manager using this to ensure her own skills and the skills of her staff team are current, in order to provide the best experience for children. Useful training courses are attended by all staff, relevant to the needs of the club's children. The manager demonstrates a good understanding of her responsibilities to implement and monitor how well children achieve. Observations and assessments demonstrate children's progress in their learning and development as they play. However, some children have identified needs, which results in them not attending the club for long periods of time, and there is more to do to pay special attention to these children's on their return to the club. This will make sure that any additional support or interventions needed can be more quickly implemented so that gaps in their confidence and abilities are swiftly closed.

A good range of policies and procedures provide parents with clear information about the daily operation of the club. Secure communication systems ensure parents are kept well informed of their children's care and achievements. The club's staff have effectively developed partnerships to enable them to complement the learning that takes place in children's lives when they attend other settings. This particularly benefits children who are under the services of a school Special Educational Needs coordinator, as implemented strategies are continued. The manager is very effective at assessing and sharing development progress, which will be used as evidence towards the Early Years Profile. She carries out self-evaluation and has worked closely with her local Early Years advisory team in order to provide the best experiences for children. She strives for continuous improvement and has thoroughly completed all the actions and recommendations from her last inspection. The manager is committed to continually developing the club to ensure high standards of care and learning are maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY412143
Local authority	North Lincolnshire
Inspection number	879738
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	11
Name of provider	Barton Child Centre Out of School Club Committee
Date of previous inspection	15/11/2010
Telephone number	01652634723

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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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