

Schools Out Paston

Paston Ridings School, Paston Ridings, Peterborough, Cambridgeshire, PE4 7XG

Inspection date	07/01/2015
Previous inspection date	08/07/2011

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		1
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		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners' extensive, ongoing training and experience ensure that they have a comprehensive understanding of how to safeguard the children in their care.
- The depth and breadth of activities, practitioners' qualifications, planning and the overall approach taken at this club mean that children receive a rich, varied and extensive play and learning experience.
- Activities and experiences are individualised for children, taking account of their age, ability and learning styles. This enables them to make excellent progress.
- Highly skilled practitioners are sensitively attuned to the children in their care and know them exceptionally well. Children respond very positively to the warm, homely environment, within which activities are enriched as practitioners take account of their interests and aptitude for learning.
- Practitioners provide holistic care for children and their families, working closely in partnership with parents to ensure that children feel supported and receive a consistent, enabling early years experience.
- The provision is outstanding as the provider has an exemplary understanding of how to offer children a secure, stimulating, individualised and memorable after school experience.

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 club and talked with practitioners.
- The inspector had a tour of the premises and the outside areas used.
The inspector looked at planning documentation, evidence of suitability of practitioners and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector took account of information contained in the club's self-evaluation form.

Inspector

Deborah Hunt

Full report

Information about the setting

Schools Out Paston was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Paston, Peterborough, and is managed by the registered provider. The club operates from a room within Paston Ridings Primary School and there are enclosed areas available for outdoor play. The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 2. The club opens Monday to Friday, from 3pm to 6pm, during term time only. Children attend for a variety of sessions. There are currently 28 children on roll, of whom 14 are in the early years age group.

What the setting needs to do to improve further

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

- explore additional ways to develop children's already excellent understanding of how to manage risk and challenge through activities in the outdoor learning environment.

Inspection judgements

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

Children thrive in this highly stimulating and child-focused club. All children make excellent progress through the high-quality, well-timed support they receive from practitioners, who know them extremely well. Practitioners use the detailed information they receive from parents as children begin attending to inform the educational programmes offered, which superbly reflect children's interests. Particular attention is paid to individualising activities to suit each child's age and stage of development and children lead their play, relishing the many and varied opportunities offered. Throughout the session, children are enthusiastic, happy, motivated and absorbed, routinely involving practitioners in their chosen play. Young children are closely monitored to ensure they settle easily and the close links between parents, practitioners and the school reception teachers mean they flourish during their time here.

The highly skilled practitioners interact with children in a child-centred way, showing they respect children's choices and encouraging their participation and individuality. For example, children who enjoy music are encouraged to develop their interest and skill as they create tunes on the electronic keyboard. Other children develop their literacy skills and imagination as they type their stories up on the computer. Practitioners promote children's self-esteem and pride in their achievements as they save children's work to individual folders and share their efforts with parents. Practitioners demonstrate a clear understanding of the out of school remit as they join children on the magical journeys they create, limited only by their own imaginations. Children inventively use construction

resources as mobile telephones and much hilarity follows as they share their conversations with a practitioner. Children move freely between the indoor and outdoor areas, enjoying the freedom they have to explore and unwind in the fresh air. They squeal as they gather in the wooden playhouse, telling one another there are spiders inside, and build dens which offer them private, cosy spaces to share the details of their school day with friends.

Children's understanding of equality and diversity is skilfully developed as activities and resources incorporate frequent consideration of different cultures and faiths. Practitioners make excellent use of children's expressed wishes and interests, incorporating their ideas into planning. For example, children ask to do some cooking. As the club has no cooking facilities, practitioners explore no cook recipes and come up with a 'mug cake'. Children are excited as they discuss the mug they will bring from home to make their cake in. Children's development is therefore superbly fostered through stimulating play and activities, meaningful interaction and the enabling relationships they enjoy with adults and one another. As a result, they develop a comprehensive set of skills which will support them in their future learning.

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

Practitioners help children blossom, grow and believe that everything is possible as they develop highly positive, trusting and enabling relationships with them. In this small, unique club, practitioners facilitate children's ability to express their individuality in many different ways, constantly seeking to offer them new challenges. They value the contribution children make to the club, actively encouraging them to share their ideas. For example, children decide that they want to copy a reward system that operates within their school and cut out coloured cards in four colours, organising themselves into four groups. When they do something noteworthy they win a card and at the end of term the group with the largest number of cards receives a reward. Through such activities, children develop responsibility and, as a group, develop a high level of cohesiveness and an understanding of accountability.

Of particular note are the highly positive and mutually beneficial relationships that exist between older and younger children attending the club. During their busy play, older children can be seen helping their younger peers count while playing bingo, manage the screen during a game on the computer and incorporate them during role play as they hold interviews to become a 'personal assistant'. The many instances of activities such as these develop children's confidence in social situations and children learn valuable skills which they will take with them through life. Practitioners encourage children to take some risks as they help them explore the outdoor areas and children learn about nature and the elements, catching rainwater and filtering it through paper towels to make it 'pure'.

Practitioners maintain children's safety and well-being to a high degree as they are keenly aware of their individual circumstances. Furthermore, there are stringent procedures in place which are embedded within daily practice to ensure children's safety. For example, daily risk assessments ensure that the environment is safe for children and skilful behaviour management techniques enhance the calm atmosphere and provide children with good role models. Children learn to be accountable for their own safety and that of

others as they practise evacuation drills frequently and learn to negotiate the available space safely. However, the provider is actively exploring additional ways to provide more risk and challenge in the outdoor learning environment, to further develop children's ability to rely on their own judgements.

Practitioners teach children the value of a healthy lifestyle through the variety of nutritious snacks they offer and the regular growing activities offered. For example, children excitedly talk about the huge radishes they grew and their plans to plant carrots, onions and potatoes. They spend much of their time at the club engaged in active play, both inside and out, and through shared conversations they learn the benefit to their bodies of being physically active. Young children settle easily as they begin attending as most also went to the pre-school that operates from the same room. This means they are familiar with practitioners and the environment. Additionally, practitioners attend the introductory meetings at the school on site to inform parents about the service they provide. As children grow older, practitioners help prepare them for their move to secondary school, discussing which one they may go to and the new and exciting activities they might enjoy there.

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

Children's welfare is promoted to a very high level as all practitioners have undertaken recent training in safeguarding and child protection. Practitioners are keenly aware of their responsibility to report any concerns correctly to keep children safe from the risk of harm and know the procedure to follow. The rigorous recruitment and induction procedures ensure that all those working with children are suitable to do so and are clear about their roles and responsibilities. Practitioners' ongoing suitability is closely monitored through rigorous and continuous monitoring of practice. Additionally, the comprehensive safeguarding policy and procedure are shared with parents as children begin attending, to ensure everyone is aware of their individual responsibility. All required documentation is in place and is regularly reviewed and confidentially stored.

The inspirational provider displays a passion for her work, which enables her to offer children a memorable experience during their time at the club. Children who attended many years ago bring their own children here now and visit practitioners, most of whom continue to work at the club today. The provider and her established team continually seek new ways to improve the educational programmes offered. The provider's particular brand of out of school care ensures children and parents feel reassured, safe and secure. Parents comment that they can go to work safe in the knowledge that their children are happy and well cared for. Practitioners work very closely with the school reception teacher and young children's parents to ensure they experience consistency in their early years learning experience. Information is routinely shared to ensure each child receives a care and learning experience that is continually enriched, supporting their excellent progress. The provider ensures that practitioners' continuous professional development is tracked and monitored through the use of a training matrix. This ensures that all required training is up to date and professional training needs are identified through supervision and appraisal. This enables practitioners to offer children a continually improving and inspiring

play and learning experience.

The provider has developed highly effective partnership working with parents and other professionals involved in children's care. She and her team work closely with parents to offer them and their children individualised support. They take time to share details of children's school day and their time at the club with parents each day, and often invite them in to see something a child has done particularly well or spend time discussing issues specific to individual families. Parents comment on the valuable support offered to the whole family and place a very high value on the quality service offered by the club. One parent explains how much their child's confidence has grown since attending and speaks about how keen their child is to be here. Children talk about how much they enjoy being at the club, explaining that they 'have such excellent fun' and saying that they 'love' the practitioners very much.

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	EY257792
Local authority	Peterborough
Inspection number	855974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	28
Name of provider	Karen Woodham
Date of previous inspection	08/07/2011
Telephone number	07885 419482

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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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