

The 623 Out of School Club

Inspection report for early years provision

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Inspector Sue Anslow

Setting address Curbar Primary School, Calver, Hope Valley, Derbyshire,
S32 3YU

Telephone number 07796 165376

Email

Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The 623 Out of School Club opened in 2000 and operates from a classroom within Curbar Primary School in Calver, Derbyshire. Children have access to the school playground and associated facilities. The out of school club serves Curbar school and other schools in the surrounding villages. It is open each weekday during term time from 3pm to 6pm. During school holidays the club is currently opening two days a week.

The out of school club is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 16 children under eight years of age may attend the club at any one time. There are currently 39 children on roll.

The out of school club employs one full-time and two part-time members of staff, all of whom hold early years qualifications. Further staff are available for supply. The club is managed by a committee of parents and receives support from Derbyshire local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children attending the out of school club enjoy the relaxed, informal sessions with their friends. Emphasis is on freedom of choice and independence, with staff offering support and guidance as required. Each child's individual needs are met well with regard to learning, development and welfare requirements. Staff build good relationships with parents, exchanging verbal information daily. The out of school club is very much part of the local community provision in the area, with staff liaising closely with teachers in schools and early years advisors. Systems for evaluating the setting's strengths and weaknesses are not yet in place although plans for the future respond to parent's requirements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 11/04/2012

To further improve the early years provision the registered person should:

- introduce a system of self-evaluation in order to identify the settings strengths and areas requiring further development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected through close supervision and appropriate teaching by staff. A written policy outlines staff's responsibilities with regard to any significant concerns and it is available for parents to read at anytime. Procedures for the recruitment and vetting of staff serve to protect children and anyone not fully cleared is never left on their own with children. Staff help children to keep themselves safe through regular routines and reminders, such as fire drills. Risk assessments are fully recorded and reviewed and a visual check of the premises, both inside and outdoors, is carried out prior to each session. The staff team work well together, with support from the experienced and enthusiastic manager. They discuss any issues at regular staff meetings and are encouraged to attend relevant courses. They plan for future events and activities but have not yet got systems in place to evaluate the setting as a whole.

The out of school club operates a policy of inclusion and equality for all and each child has their own key worker. Well written policies and procedures are followed by staff and shared with parents. Families are kept well informed about events and activities being planned, as well as verbal information about what their children have been doing. They complete a registration form when the children first start, with contact numbers and written consents for such things as emergency medical treatment and taking photographs. They do not, however, request information on who has parental responsibility or legal contact with each child, which is a requirement of the Early Years Foundation Stage. Children benefit from ample space in the designated classroom and full use of the school grounds. A good selection of toys, games and play equipment is available and accessible to children, enabling them to make their own choices. Staff liaise closely with teachers from all local schools, ensuring relevant information is shared in order to support children's learning, development and enjoyment.

The quality and standards of the early years provision and outcomes for children

Children are able to relax and have fun in the informal environment, whilst gaining knowledge and skills needed to promote their all round development. Staff provide a range of resources and activities for children of all ages and abilities. A selection of activities is set out for children to play with at each session and they can also request resources from the storage cupboards. Children move freely around, choosing to play quietly on their own or with friends. A craft table is available at most sessions and they can choose from a wide range of materials, when creating their pictures, cards or models. Other resources include puzzles, board games, books and some small world toys such as dolls and dressing up clothes. The variety of activities provided enhance children's imaginations and cater for a wide range of tastes and interests. Children thoroughly enjoy outdoor play where they can use a variety of sports equipment to play on their own, for example, on the roller skates, or with their friends playing badminton or football. These activities provide children with healthy exercise and promote body control and hand eye

coordination.

Children move round happily and independently, trying different activities, with staff on hand to guide or make suggestions, encouraging learning in a fun way. Staff talk to children about what they would like to play with whilst at the club or where they would like to go during the holidays. They behave very well, taking turns and sharing and the older children love helping the younger ones, which promotes their social development. Emphasis is on fun and relaxation after a busy day at school, participating in a range of activities which compliment the Early Years Foundation Stage Framework provided at school. During the holidays children enjoy trips out to places of interest and visits from an African drumming group and the 'animal man' who brings a variety of insects, reptiles and small furry creatures for children to learn about. In this fully inclusive environment children learn about the world around them and people who are different from themselves. They enjoy celebrating festivals and make good use of empty bottles and cartons when creating their Chinese Dragons.

Staff make written observations of the younger children's efforts and achievements in order to monitor their progress. These are shared with parents and used to inform future plans. Children's health is protected through close supervision and following good hygiene practices. Younger children are accompanied to the toilet and reminded to wash their hands. All staff hold first aid certificates and any accidents or illnesses are managed appropriately. Healthy snacks are provided at every session and children learn about healthy diets as they eat the carrots they grow in their garden. Drinks and a selection of fresh fruit is available throughout every session for children to help themselves to. Children are friendly, confident, interested and talkative. They are happy for staff to join in their games or just watch from the sidelines. Laughter and smiles are a prominent feature in the setting's relaxed and informal style.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

| | |
|------------------------------------------------------------------------------------------------------|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met