

The 623 Out of School Club

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

Inspection date	16/07/2014
Previous inspection date	28/03/2012

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 knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded at all times.
- Teaching complements the children's learning at school because activities enhance and extend children's experiences through purposeful fun.
- Caring and sensitive staff provide a nurturing environment. This gives children a strong sense of belonging and promotes their well-being.
- The club is led by a highly enthusiastic staff team and committee who work well in close partnership with parents and the feeder schools. They are fully committed to providing high-quality care and education for children. This means children's welfare is very well supported.

It is not yet outstanding because

- There are fewer resources available to enhance children's understanding of diversity within the environment to help them learn to value and respect differences.
- The organisation of toys and resources does not fully support younger children to make independent choices and decisions about their play.

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 staff and children interacting during activities.
- The inspector carried out a joint observation with the manager.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector viewed a sample of the children's development records.
- The inspector spoke to parents to obtain their views on how the club meets the children's needs.

Inspector

Ruth Moore

Full report

Information about the setting

The 623 Out of School Club was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a classroom within Curbar Primary School in Calver, Derbyshire. Children have access to the school playground and associated facilities. The club serves Curbar Primary School and other schools in the surrounding villages. The club is open Monday to Friday, from 3.00pm until 6.00pm, during term time. During school holidays the club is currently opening three days a week. Children attend for a variety of sessions. There are currently 40 children on roll, of whom 10 are in the Early Years Foundation Stage. The club employs four members of staff, three of whom hold an early years qualification at level 3 and one a qualification at level 2. The club is managed by a voluntary management committee.

What the setting needs to do to improve further

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

- extend children's understanding of diversity by increasing the current range of available resources, such as through visual displays and equipment
- enhance younger children's independence, for example, by reviewing the organisation of resources in the playroom, to enable children to make more independent choices to support and extend their play and learning.

Inspection judgements

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

Teaching is good. Staff have a very good knowledge and understanding of how to complement children's learning at school. They work very closely with the school teachers to identify and provide individual support for children's learning. Children are actively encouraged to voice their interests. Detailed information about the children's abilities is collected during the settling in period. Staff then carry out observations and assessments, which are linked to the Early Years Outcomes and the prime and specific areas of learning. This supports the planning of activities, which provide good levels of challenge appropriate to the children's ages and stages of development.

The club provides a calm and welcoming setting for the children who attend after school. Children are encouraged to explore ideas, learn from each other and to take part in shared thinking. This supports children's communication and critical thinking skills. It helps to motivate children to take part in new experiences and to learn through trial and error. It also ensures activities are purposeful and developmentally appropriate. For example, the craft table has a large collection of materials including coloured paper, scissors, straws and

a variety of fluffy balls. After a discussion between the children and a member of staff, the children decide they want to make animals. While the activity takes place, the member of staff asks open-ended questions which encourage the children to be imaginative and enhance their language skills. For instance, staff ask children what they will need to make a sheep and encourage them to tell them what they know about cows. The children enjoy showing others their creations and ask each other's opinions, demonstrating friendly behaviour towards each other. There is a strong emphasis on promoting the children's social development. Children of different ages play games together, and even the youngest actively participate, positively encouraged by the staff. This enhances children's self-confidence and skilfully supports the growth of self-esteem. The staff ask the children what they want to play with and also provide a variety of resources to ignite their interest. There is a good selection of toys and equipment, which allows easy access to promote children's choice. However, while this is good for older children, the organisation of this is not as effective for younger children in order to better support their independence and help them make decisions about their play.

Partnerships with parents are good. They receive comprehensive information about the setting prior to their children starting. Parents report that their children enjoy attending the out of school club, and are settled and happy. They receive verbal feedback from staff, about their children's well-being, when they collect them at the end of the session. Parents express a high regard for the service provided, and the friendliness and approachability of the staff.

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

Staff are warm, friendly and help all children to feel included. Consequently, children are fully engaged in the activities on offer and are active participants in the club, growing in confidence as their ideas and wishes are valued and supported. Children are happy and confident as they eagerly move around the club, making independent choices about what activities they would like to take part in. This supports their emotional well-being effectively and promotes smooth transitions for children from school and their home. The staff are good role models with clear explanations as to why challenging behaviour is inappropriate. Any unwanted behaviour is calmly dealt with, while positive actions are praised and encouraged. All of this means children are developing a good sense of social responsibility and a sense of self-worth.

Children are supported to develop a good understanding of the importance of a healthy lifestyle. Children's health is supported well as they are offered foods that reflect a healthy, balanced diet and they always have access to a fruit bowl and drink. Children move freely between the indoors and the outdoors areas throughout the session. This means children learn that outdoor play is not just an activity for fair weather and, as a result, they benefit from lots of fresh air. Children increase their understanding about health and hygiene through established daily routines. For example, they learn to wash their hands after creative play and prior to eating food.

Through play and routines children are developing a good understanding of how they can keep themselves safe. Staff effectively prioritise children's safety and well-being, which

ensures that children have an enjoyable and happy time at the club. Children's health and safety are given precedence as they play in a safe and secure environment. Risk assessments are methodical and are regularly updated to reflect any changes in the environment. Staff are vigilant and supervise the children very well. Children develop an excellent understanding of how to keep themselves safe at the club, and know how to follow the procedures when they practise the fire drill. This all contributes well to helping children progress in their learning and development as they move through school. Children learn about differences as other cultures are explored during festivals, such as Chinese New Year, Easter and Diwali. However, there are fewer resources available to expand on children's understanding of diversity, for example, with visual displays and more open-ended resources.

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

The club is led by a highly enthusiastic committee, manager and staff team who are fully committed to providing high-quality care and education for children. Staff are well qualified. This has a positive impact on their knowledge and understanding of the Early Years Foundation Stage. Staff understand their responsibilities to safeguard children. They capably describe procedures that they would follow to protect children from harm or neglect, should a concern be raised. Recruitment procedures are robust, and all staff and committee members undergo checks to ensure they are safe and suitable to work with children. Staff are vigilant about the security of the premises and check all visitors before entry. They supervise children appropriately and carry out daily safety checks to ensure areas the children use are safe. This enables children to explore safely and freely. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. As a result, children are kept safe whilst at the club.

All staff show a clear understanding of the learning and development requirements, and strive to deliver an effective and enjoyable learning experience. Good adult-to-child ratios are maintained and staff are very well deployed, ensuring that children are well supported in their play and learning. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures. All staff are given good support and encouragement to develop their professional knowledge through training. Relevant policies and procedures are updated in line with current requirements. Since the last inspection by Ofsted, contractual procedures have been changed, so that information from parents about who has legal contact and parental responsibility for a child is now obtained. There has recently been a new committee who have responsibility for the management of the running of the club and changes have been implemented. Systems for self-evaluation are fully developed and there is a detailed action plan for the future. This includes the move to larger rooms within the host school to provide the children with even more exciting learning opportunities. Plans are in place to increase the children's understanding of communication and information technology, by introducing a dedicated technology room where the children will be able to access the already good ICT resources more easily.

Partnerships with parents are good. They receive good information about the setting prior to their children starting. Parents report that their children settled and happy, and enjoy attending the out of school club. They receive verbal feedback from staff, about their children's well-being, when they collect them at the end of the session. Parents express a high regard for the service provided, and the friendliness and approachability of the staff. Very good links with other professionals, particularly within the schools children attend, actively promote their well-being and ongoing learning and development.

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	206209
Local authority	Derbyshire
Inspection number	871131
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	40
Name of provider	The 623 Out of School Club Committee
Date of previous inspection	28/03/2012
Telephone number	07796 165376

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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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