

Schools Out! Yardley Gobion After School Club

Inspection report for early years provision

Unique reference number

EY245732

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Inspector

Jan Burnet

Setting address

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Type of setting

Childcare on non-domestic premises

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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

School's Out was registered in 2002 and operates from the Children's Centre in the village of Yardley Gobion, Northamptonshire. Children have access to a secure enclosed outdoor play area and the adjoining school playground. The school hall and recreation centre are also used occasionally, particularly during holiday playscheme periods. The club is open each weekday from 3.15pm to 6pm during term time and from 8.30am to 6pm during the school holidays. Children attend from a total of six schools and taxis are used to transport children.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of 20 children aged under eight years at any one time and all may be in the early years age group. There are currently 60 children aged from four to 14 years on roll. Of these, 10 are aged under eight years and six are in the early years age group.

A team of four staff regularly care for children after school and of these, one holds a Level 3 qualification in playwork and two are working towards the same qualification. There are also five occasional staff and of these, one holds a Level 2 qualification. During holiday playschemes the staff team includes a qualified teacher and a worker who holds a Level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager and staff demonstrate a sound understanding of the Early Years Foundation Stage. They promote children's care needs satisfactorily, although two legal requirements are not being met. Systems are in place to ensure that children learn and develop as a result of their involvement in a good range of play activities, indoors and outdoors. All children are valued and included. The manager and staff are aware of strengths and areas for improvement and they use this awareness to review practice in order to support the development of children's care and learning.

What steps need to be taken to improve provision further?

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

- make sure that half of all staff, other than the manager, hold a full and relevant qualification (Suitable people) 07/07/2011
- obtain information on who has legal contact with each child and who has parental responsibility (Safeguarding and promoting children's welfare) 05/05/2011

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

- extend systems to ensure that the provision complements the education and care that each child receives in other settings.

The effectiveness of leadership and management of the early years provision

Children are cared for in a warm and welcoming environment. Staff assess and limit risks on a daily basis. For example, the school playground is not fully secure and staff are aware of systems necessary for ensuring that children do not leave and intruders do not enter the premises. This potential risk is included in the risk assessment record. Staff awareness of their responsibilities with regard to protecting children from abuse is sound as the designated person and staff members regularly attend Northamptonshire Safeguarding Children Board training. The provider ensures that satisfactory procedures for recruitment, selection and induction are in place. However, children's best interests are not served fully because currently during sessions after school, only the manager holds a recognised qualification. Therefore the requirement for half of all other staff to hold an appropriate qualification is not being met. Children's welfare is not fully addressed because information is not obtained on who has parental responsibility and who has legal contact with each child. Good health and well-being is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy.

A paper copy of the Ofsted self-evaluation form has been completed. The current focus is for staff to achieve their Level 3 qualifications, to develop an effective appraisal system, take photographs of children's achievements, and bring in professionals to enhance children's learning experiences, for example, fire fighters and community police officers. Advice and support from other professionals is welcomed. Local authority advisors are supporting staff in achieving required qualifications. Qualifications to Level 2 in early years and playwork are no longer available in Northamptonshire and so staff have completed a training course that leads them towards the Level 3 qualification. Recommendations raised at the time of the last inspection have been addressed. The manager and staff make sure that children are able to choose from a good range of resources that meet the needs of all children attending. Most required records are kept up to date.

The provider and staff ensure that the partnership with parents is good. Parents are invited to join the club's committee and information shared verbally and in writing is thorough. Staff seek the views of parents about the provision, for example, with a questionnaire and a suggestion box. All required policies and procedures are shared with parents and newsletters are periodically sent out. Admission forms identify children's individual needs. Communication systems with the adjacent school are good and a home/school book from one of the six schools is used effectively between the school, parents and after school club. However, systems with other schools have not yet been developed to ensure that the after school provision complements the education and care that the child receives in

school. The manager and staff have experience of liaising with external agencies or services to ensure that a child gets the support they need.

Staff ensure that they provide effective inclusive care for children and they demonstrate a good awareness of each child's needs, background and personality. Children are encouraged to recognise their own unique qualities and characteristics they share with others. They learn about similarities and differences through play, for example, an awareness of different religious and cultural festivals, foods and traditional dress. Toys and play equipment reflect positive images and meet the developmental needs of the children well.

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

The key person for early years children is the manager, although the children are also grouped in teams with older children. She has a good knowledge and understanding of how children learn and develop. As a result, children are making progress in their learning whilst enjoying a good range of activities. The key person is using this knowledge to draw up a Personal Development Plan on each child. Observations are recorded and the plan is used effectively to ensure that children are challenged and make progress as they enjoy learning through play

Children are settled and secure. Their independence is promoted effectively as they choose and select resources, decide whether to play indoors or outdoors and decide when they want to eat their snack. Relationships between staff and children are good and social skills develop well as the four- and five-year-old children in the early years age group play with and alongside older children. Children behave well, show consideration for others and readily share and take turns. They eat healthy food and learn good hygiene practices. They learn how to keep themselves safe, for example, road safety, fire safety and 'stranger danger'.

Children enjoy fun and challenging experiences. A favourite activity is cooking and staff recognise that this promotes learning across all of the six areas. Children explore and investigate as ingredients are mixed and they notice the change to colour, smell and texture. A recipe encourages children to learn that information is gained from print and they weigh ingredients, count out cake cases and divide the mixture equally into them. They cooperate with each other, learn about healthy food options and develop skills as they mix ingredients and use tools.

A high priority is given to outdoor play activities. Opportunities for children to gain skills and confidence with climbing equipment suitable for four-year-olds are available in the enclosed area adjacent to the playroom, and they also enjoy the adventure of using the larger wooden climbing equipment set on a safe surface in the school playground. Children take part in team games and they practise skills as they play ball games such as football and basket ball.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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