

Time Out

Inspection report for early years provision

Unique reference number

EY355608

Inspection date

05/12/2011

Inspector

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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

Time Out is run by a private provider. It was registered in 2007 and operates from a mobile classroom within the grounds of Haslington County Primary School, Haslington, Crewe, Cheshire. A maximum of 26 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 12 years. The club operates Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during school term time. Children attend from the host school only during term time. During school holidays, the club operates from Monday to Friday from 7.30am to 6pm, with the exception of two weeks over the Christmas period. Children from other local schools attend during school holidays.

There are currently 94 children on roll, of these 36 are under eight years and of these, five are within the early years age group. The club supports children who speak English as an additional language. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children, plus a qualified relief member of staff. Of these, two hold level 3 qualifications in playwork and one holds a level 3 qualification in early years.

The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Time Out creates a welcoming environment where child are able to have fun while learning and developing through good play opportunities. Staff know the children well, they respect them as unique individuals and as a result, their needs are met. Partnerships with parents and carers are positive and support children's placements. Links with teaching staff are good and support children's learning and development. While the setting shows satisfactory capacity to improve, processes of self-evaluation have not been fully implemented. As a result, some documents and records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

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

- implement effective safeguarding policy, which includes procedures to be followed in the event of an allegation being made against a member of staff, uncollected child procedure and complaints procedure
- 31/12/2011

(Safeguarding and promoting children's welfare)
(applies to both parts of the Childcare Register)

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

31/12/2011

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

- implement systems to engage in informed reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will further improve the quality of the provision for all children
- develop further systems to ensure regular evacuation drills are carried out.

The effectiveness of leadership and management of the early years provision

Secure recruitment and vetting procedures are in place to ensure the suitability of all staff working with the children. Staff are clear about their responsibility to ensure that children are safeguarded at all times. They have a secure knowledge and understanding of safeguarding issues and concerns and the procedures to be followed in the event of any concerns. As a result, children are protected from harm. Records, policies and procedures are in the main in place. However, information regarding who has legal responsibility for children has not been obtained and some policies required by the Early Years Foundation Stage are missing or lack detail. Procedures and safe practices ensure children are safe, for example, daily visual checks of the areas used by the children are completed before children arrive and full risk assessments are completed on a regular basis. Fire drills are conducted but these are not consistently conducted on a regular basis.

Friendly partnerships with parents and carers have been established, which support children's placements. Staff obtain information about children's abilities, interests, likes and dislikes, enabling them to plan appropriate care, activities and opportunities. Parents and carers spoken to speak highly of the setting and what it offers their children. They feel their children are safe and well cared and have fun. Staff have built good links with other professionals, in particular with teaching staff within the adjacent school. This ensures a complementary curriculum and continuity of learning and care. A good range of resources and opportunities and well-organised environment supports children in becoming independent learners and develops their confidence. An appropriate equality and diversity policy and practice demonstrates a commitment to promoting inclusive practice, ensuring all children can achieve, as well as they can regardless of their background. Systems for self-evaluation and reflection have not yet been implemented. The continued development of recommendations from the last inspection and staff commitment to training and development opportunities demonstrates a satisfactory capacity to improve.

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

Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements and playwork principles. They are aware of how children learn and develop and how to provide good play opportunities. As a result, children make good progress in their learning and development. Staff complete observations and assessments of children's activities and progress and use these to formulate a learning journey for each child.

Children arrive happy and eager to participate in the activities and opportunities on offer. They make decisions about their play and participate in planning their evening through discussion with staff, making suggestions via a suggestions box, notice board and 'wish tree'. Activities are based around children's interests and choices and specific celebrations throughout the year.

Children are independent as they select activities, use the bathroom and access drinks. Behaviour is good. Snack times are well organised and inviting, for example, tables are set with colourful cloths and appropriate cutlery. As a result, children have the opportunity to further develop social and communication skills, as children from different classes and age groups sit together. Children communicate well as they negotiate and make suggestions during play, for example, taking turns using the games console. Children's language is well developed. They confidently talk about what they have done at school and what they like to do at the club. They have opportunities to write and make marks using different resources and access books for quiet reading. Children create patterns and problem solve as they use table top resources and develop other mathematical skills as they are involved in preparing a fruit salad for tea. Creative skills are developing well, for example, as they create individual and unique Christmas collages as part of a competition. There are many other examples of the children's art and creative work, for example, using natural materials, such as leaves and twigs to create an owl collage.

Children enjoy appetising snacks promoting healthy eating. A clear sick child policy and effective hygiene practices prevents the spread of illness. Outdoor play promotes children's health, welfare and physical development. Children are encouraged to develop an awareness of their own safety, for example, by being reminded about the safe use of tools and equipment. Children confirm that they are very happy and they appear safe while attending the club. All children have equal access to opportunities and resources. As a result, inclusion is positively promoted. Through access to a activities and opportunities; such as, developing social, language and numeracy skills, being involved in recycling and opportunities to use technological resources, such as a computer, children develop appropriate skills for the future.

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	3
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	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in early years section of report 31/12/2011
(Procedure for dealing with complaints).

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in early years section of report 31/12/2011
(Procedure for dealing with complaints).