

Whitley Memorial Out of School Club

Inspection report for early years provision

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Inspection date

01/11/2011

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

Whitley Memorial Out Of School Club opened in November 2002 and is situated within Whitley Memorial First School, Gordon Terrace, Bedlington, Northumberland. The club is run by the charity Trinity Youth Association. Opening times are from 3pm until 6pm during term time and from 7.45am until 6pm in school holidays. They are registered on the Early Years register and the compulsory and voluntary parts of the childcare registers for a maximum of 24 children at any one time. Children have access to the main playroom, green room, school hall and associated facilities. There are currently 35 children on roll, of which six are in the early year's age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a welcoming and inclusive environment where their learning and development needs are sufficiently met by staff members who are warm and caring towards them. Satisfactory systems to observe and assess children's learning are in place as effective links with parents and other providers of the Early Years Foundation Stage. This ensures information is shared to support continuity of learning. Most relevant steps have been taken to ensure a safe environment for the children. However, risk assessments do not include all relevant information. The setting is beginning to reflect on their practice and recognises the need for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the risk assessment process for the setting to ensure documents include all relevant information
- continue to develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- where possible, link the indoor and outdoor environment so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Staff members are clear of their role and responsibilities to ensure children's safety and well being, and are clear of the procedures to follow should they have concerns. The written informative policy relating to safeguarding ensures parents are aware of the procedures followed. Most required documents are in place, including accident, medication and attendance records. However, risk assessments conducted on the setting do not include all relevant information. Staff deployment

is good and staff work very hard to ensure all areas are fully supervised at all times. A detailed evacuation plan is in place to support children's safety, accompanied by a record of fire evacuation drills.

Documentation is readily available for inspection and stored securely to protect confidentiality. Systems to evaluate the provision are still in their infancy. However, the staff team fully recognise the need for continuous improvement and work hard to ensure improvements are made. For example, some policies have been updated, resources increased and all recommendations have been met from the previous inspection. Satisfactory systems to observe and assess children are in place and staff members regularly meet with reception teachers to share relevant information with regard to children in the Early Years Foundation Stage. Staff members demonstrate a positive attitude towards equality and diversity and ensure that relevant information is gathered in order to meet and provide for children's individual needs. Classrooms are well resourced and children move freely between the two rooms, however, they are not able to access the outdoors independently.

Staff are very friendly and welcoming and positive relationships with parents and carers are maintained. Parents are informed about the setting and their child's care through regular discussion, informative noticeboards, as well as recent newsletters. The setting is fully aware of the importance of maintaining links with other providers of the Early Years Foundation Stage. They have implemented good links, which ensures children's continuity of learning.

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

Staff know the children well to effectively plan for their individual development needs and provide them with a good range of activities to support their overall learning, enjoyment and well-being.

Children are confident to express themselves and clearly make their requests known. They initiate conversations with staff members who respond towards them with kindness and purposeful care, demonstrating close and caring relationships. This helps to support children in feeling valued, safe and secure. They have many opportunities to practice their writing and mark-making skills as they access the various media available. For example, they use felt pens and coloured paper to practice their writing skills, as well as drawing various shapes. They skilfully name the various shapes they have drawn, as well as correctly identifying the colours of their choice. Children have very good opportunities to develop and support their personal and social skills as they interact fully with one another in their friendship groups. They display kindness and concern for younger children, are well behaved and learn to take turns with the many resources available to them. They have good opportunities to be involved with the local community and school and are currently taking part in a fundraising event for charity. Children thoroughly enjoy playing with a wide range of interactive toys, such as games consoles and computers which are kept in good working order. Staff interaction is very good, encouraging children to be active as they engage in the many games. This in turn

supports and develops their information and communication technology skills to develop their skills for the future as well as providing them with sufficient exercise. Children thoroughly enjoy imaginative play and confidently express themselves as they sing quietly as they sway on the rocking horse.

The setting takes all reasonable steps to ensure the children's welfare needs are met. Children are provided with and have access to regular drinks. Young children recognise when they are thirsty and help themselves to the covered jug of water and cups available. Staff gently remind children to be careful as they enthusiastically move around the premises, supporting their understanding of their own safety as well as others. Children demonstrate their feeling of being safe as they regularly approach the staff for reassurance. Children behave well and respond positively towards staff members. They have realistic expectations in accordance with children's ages and stages of development and respond towards them with enthusiasm, patience and purposeful care.

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	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	3
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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