

Victoria House Out of School Club

Inspection report for early years provision

Unique reference number	EY375372
Inspection date	24/10/2008
Inspector	Saida Cummings
Setting address	Oldbury Park Primary School, Oldbury Road, WORCESTER, WR2 6AA
Telephone number	01905 424 878
Email	
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Victoria House Out of School Club is one of four settings managed by Victoria House Day Nursery Limited. The setting was registered in 2008 and operates from Oldbury Park Primary School, Worcester. Children have access to identified areas of the school grounds for outdoor play. The provision is easily accessible as all areas used by children are at ground level and there is use of a ramp. A maximum of 50 children may attend the setting at any one time. The setting drops off and collects school aged children from the host school and other local schools.

There are currently 10 children attending who are within the Early Years Foundation Stage (EYFS). There are also an additional 62 older children who attend the out of school club. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting offers support to children with learning difficulties and/or disabilities, and children who speak English as an additional language.

The club opens five days a week for 51 weeks of the year. Sessions are from 07:30 to 09:00 and from 15:00 to 18:00 during school term time. The holiday club operates from 08:00 to 18:00 during school holidays. Children attending the holiday club during school holidays are taken on local visits and outings.

The setting employs five staff who work with the children, all of whom hold appropriate qualifications. One staff member is currently working towards an Early Years Professional Status qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Children's welfare, learning and development are successfully promoted by the setting with minor weaknesses. In particular children's individual needs are valued by staff who ensure everyone feels welcomed and included. There are some weaknesses in the planning and assessment systems and for liaising with other providers for children in the early years age group. However, through their self-evaluation procedures the manager and staff have identified most of these issues and have started to address them. The manager and staff have started to use their self-evaluation system to identify the club's main strengths and weaknesses and are committed to make continual improvements.

What steps need to be taken to improve provision further?

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

- develop systems to ensure a more regular two-way flow of information with other settings attended by children in the early years age range
- develop planning and evaluations to ensure that individual children in the EYFS are given opportunities to move on to the next stage in their development.

The leadership and management of the early years provision

The manager and staff are currently working on making improvements to ensure the EYFS is fully implemented. This includes introducing a key person system for individual children in the early years age group. The key persons are responsible for carrying out observations, evaluations and assessing individual children's stages of development. However, this information is not effectively used to inform and adapt further planning of appropriate activities to ensure children within the EYFS are given opportunities to move on to the next stage in their development. There are effective procedures in place for caring for any children with learning difficulties and/or disabilities. Staff show an awareness of how to ensure children's individual specific needs are met. Parents and carers are warmly welcomed by staff and are kept fully informed of the setting's events through regular newsletters and notices which include the planned activities, themes and topics. However, contacts with other settings attended by the children are not yet sufficiently well established to enable everyone to work together efficiently in promoting the welfare, learning and development of those children within the EYFS. All appropriate policies and procedures are in place, implemented and work in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

Children's safety is given high priority. Staff are vigilant and regularly carry out thorough risk assessments which are used efficiently in relation to the children's care in all of the indoor and outdoor areas. Children benefit from the support and involvement of the caring and very experienced adults. Staff confidently carry out their duties and their expertise is supported by suitable staff development procedures, including regular training opportunities. Children are cared for in a relaxed and well-organised environment giving them opportunities to make choices throughout each session. Planned sessions focus on children's interests, choices and needs, resulting in a good balance of child-initiated activities plus opportunities for everyone to take part in topical work. Children are regularly consulted to gain their views and are given many opportunities to be involved in the organisation of the setting. For example, as part of the current improvements children have devised a 'wish list' of all the new toys and resources they would like to have use of during their time at the club.

The quality and standards of the early years provision

Children are able to self-select from a wide variety of interesting and stimulating play equipment and resources to instigate their own play. They benefit from the way the resources and equipment are organised which helps them to engage in meaningful play, develop their independence and gain relevant experiences. Staff assist by supplying appropriate resources such as corrugated paper, tissue and beads for children to complete their chosen collage work. Children are able to learn new skills through their involvement in the varied range of activities, which include creative craft sessions, junk modelling and imaginary play. Children are also able to use the cosy area for relaxing, either chatting to their friends or quietly reading books. They are active and relish their time playing and exercising in the outdoor

fresh air.

Children are confident, enjoy socialising and have formed friendships with other children from different schools. Older children often help the younger children and involve them in their instigated play. Children have access to a range of resources to promote their awareness of diversity and take part in activities to make them aware of other countries' cultures and customs. Children are encouraged to be involved and staff ensure all children are treated equally. Staff encourage children's feeling of self-worth, their confidence and independence through everyday routines and activities. Children are involved in making up the rules for the club, which are re-visited and discussed as staff refer to these if there are any occurrences of disruptive behaviour. Consequently, children take responsibility for their own behaviour and understand how to share and take turns.

Staff are aware of the importance of involving parents and carers in their children's care needs and initially seek information from them concerning their children's interests and preferences such as the types of activities they enjoy doing at home. As a result, staff are able to specifically plan activities and make appropriate resources available to ensure individual children's needs and preferences are met. The setting effectively promotes children's life skills. They act safely and responsibly when walking to and from school or when being transported. Children develop a good understanding of the importance of good hygiene and healthy eating. They help staff to devise the menu which takes into consideration their favourite foods and healthy options. Their independence is fostered during mealtimes as they are encouraged to build on their basic skills such as pouring out their drinks and spreading their toast.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.