

The Weatheralls Out of School Club

Inspection report for early years provision

Unique reference number	EY382906
Inspection date	13/03/2009
Inspector	Deborah Kerry
Setting address	The Weatheralls CP School, Pratt Street, Soham, Ely, Cambridgeshire, CB7 5BH
Telephone number	07799416351
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).

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

Willows OSC at Weatheralls School is one of four provisions. It operates from the Weatheralls county primary school in Soham. The club have access to one large main room and the food technology room. Children have access to a secure, enclosed outside area for physical play. The setting is fully accessible.

A maximum of 24 children aged from three to under eight years may attend at any one time. The group is open from 07.30 to 08.45 for a breakfast club and from 15.00 to 18.00 during school term-times only.

There are currently 30 children on roll, of these seven are in the early years age range. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are three staff who work within the setting, of these two hold appropriate qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development are provided for appropriately in the Early Years Foundation Stage (EYFS). Staff know children well and have a good understanding of their individual needs. The setting uses several ways to review and evaluate their practice to ensure the provision for children is monitored to maintain positive outcomes. Staff have established good partnerships with the primary school which enables staff to promote children's individual needs well and helps children to feel secure.

What steps need to be taken to improve provision further?

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

- develop partnership working to provide opportunities for parents to share in their children's learning
- develop the use of observation and assessment to identify children's next steps in their learning.

The leadership and management of the early years provision

The setting has a range of clear policies and procedures in place to support their good practice. These are regularly reviewed and up-dated in line with any changes in legislation or practice. Parents are kept informed about what activities their children participate in. They receive regular daily feedback on how their children have been and what they have done during the session. Parents of EYFS age children have been given information and a letter to sign so staff can share their records with the school to maintain continuity of care and learning. However, parents do not add to their children's records to ensure that staff have up-to-date knowledge of children's changing needs.

There are clear steps in place for staff to follow on local safeguarding children procedures should they have concerns about a child's welfare. Staff are fully aware of their responsibilities and ensure that they provide appropriate support to promote children's welfare. Staff complete a daily checklist before each session to ensure that there are no hazards accessible to children and to protect them from any potential dangers. Children's safety is promoted effectively as staff undertake regular practice of the emergency evacuation procedures.

The setting has an action plan in place to monitor and evaluate their practice to ensure outcomes for children remain positive. There are areas which have been clearly identified and the action needed to maintain improvements to support children's learning and development well. This is reviewed and up-dated on a regular basis which shows that staff are proactive in identifying areas for development and maintaining continuous improvement.

The quality and standards of the early years provision

Children are provided with a range of different foods for snack which helps to promote their good health. For example, they eat fruit, crackers and cheese, they also try different foods around current themes or celebrations. Children are able to help themselves to a drink at any time during the session to ensure that they are not thirsty. Children have access to a range of sports equipment for use in the school field to promote their physical development well.

Staff undertake regular observations around children's interests and individual learning needs which are recorded in their diaries to show what they are learning. However, this does not show the next step in their learning which could hinder their progress. When children start they are assigned a key person to help them become familiar within the setting and to provide appropriate support to help them to settle. Children enjoy a range of craft activities. For example, they decorate picture frames and make cards for mothers day and create intricate patterns on glass jars which they then paint to their own designs. Children seek out others for play and negotiate roles for the scenarios they act out. Through playing games children learn about sharing and are learning to wait for their turn. Children's behaviour is good and the groups rules are displayed as a reminder on expected codes of behaviour. Children use their imagination and creativity as they build and design a car from a cardboard box, they use paper plates to make a steering wheel and the wheels. Some of the children have arrived at the setting dressed up to support a national charity fundraising appeal which helps to develop their understanding on the needs of others. All children are welcomed into the club and are provided with appropriate support to meet their needs to help them join in with all activities on offer.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.