

Westerton Primary School Out of School Club

Inspection report for early years provision

Unique reference number	EY381216
Inspection date	23/06/2009
Inspector	Angela Margaret Ellis
Setting address	Westerton Primary School, Hesketh Lane, Tingley, WAKEFIELD, West Yorkshire, WF3 1AR
Telephone number	01376 556872
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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 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

Westerton Primary School Out of School Club is one of a number of schemes run by 4 Children (Kid's Clubs Networks). It was registered in 2008 and operates from the former caretakers lodge and is located in the Tingley area of Wakefield. The setting is open each weekday, from 07.30 to 09.00 and 14.30 to 18.00, term time. The setting also offers places during school holidays from 07.30 until 18.00. All children share access to a secure enclosed outdoor play area.

The setting is registered to care for a maximum of 32 children under eight years at any one time, of whom eight may be within the early years age range. Care is also offered to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently has 28 children on roll. The club caters for children from the local school. The club employs four staff, including the play leader, one other member of staff is qualified and the staff that do not have a recognised early years qualifications are working towards one.

Overall effectiveness of the early years provision

Overall, the quality of the provision is inadequate. The provider has not met a number of requirements. The ratio of staff to children is good and the setting is welcoming and well resourced with age appropriate activities and equipment, which promotes children's learning and development. The required policies are in place; however, there are several aspects of documentation that are not in place, which does not fully meet the requirements. The staff are developing partnerships with parents, however, a key person system has not been implemented which impacts on involving them in their child's continuous learning and development. Links with the school on implementing the Early Years Foundation Stage are in their infancy. The setting's capacity to maintain continuous improvement is sound. The Ofsted self-evaluation is being used as a tool in order to identify key strengths and areas for development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that a record is maintained of the unique reference numbers of Criminal Records Bureau (CRB) disclosures obtained and the date on which they were obtained (Suitable people) (also applies to both parts of the Childcare Register)
- ensure that half of all of the staff hold a full and

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relevant level 2 qualification, as defined by Children's Workforce Development Council (CWDC) (Suitable people) (also applies to the compulsory part of the Childcare Register)

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 23/06/2009
- ensure that the system for informing parents of any accidents or injuries and any first aid treatment given to their child is consistently implemented (Safeguarding and promoting children's welfare) 23/06/2009
- ensure that the risk assessments maintained clearly record when and by whom they have been checked (Suitable premises, environment and equipment) 23/06/2009
- ensure that each child is assigned a key person (Organisation). 23/06/2009

To improve the early years provision the registered person should:

- ensure that children's independence is consistently promoted in order that they can help to set the table for tea, pour their own drinks and clear away afterwards
- reinforce to children the importance of personal hygiene at snack time, building on their good understanding of hygiene routines carried out at other times of the day
- continue to develop the observation and assessments of individual children's progress in order to make clear links to the areas of learning and identify next steps to inform future plans
- use the observations and assessments from parents and others delivering the Early Years Foundation Stage to identify learning priorities within the planning.

The leadership and management of the early years provision

The leadership and management of this setting is in its infancy. This is clearly evident because the setting has not met a number of the welfare requirements. The staff team is new and enthusiastic in working together to promote the children's safety and education. However, on the day of inspection there was no record of staff qualifications. It was highlighted through discussion that the requirement that half of all other staff must hold full and relevant level 2 qualifications was not being met. As part of the setting's self-evaluation to maintain continuous improvement, staff training is one of the key areas identified for improvement. Links with the staff delivering the Early Years Foundation Stage within the school have been made, however, dialogue is not used sufficiently to share observations and assessments of individual children to provide continuity and meet the children's individual needs more effectively.

Parents are warmly greeted on arrival to collect their children by staff, however,

there is no one identified key person for the parent to personally relate to in order to share information about the individual needs of their child. Action taken from questionnaires from both children and parents positively contributes towards maintaining continuous improvement and inclusive practice.

Staff understand their responsibility for safeguarding children and demonstrate a sound knowledge and understanding of how to implement the procedures for child protection to ensure the well-being of the children. However, the record required to show that CRB disclosures have been obtained for all staff was not available. Therefore, they were not able to demonstrate to Ofsted that checks had been done on staff and that they are suitable to have unsupervised access to the children.

All of the required policies and procedures required are in place, however, some of these are insufficiently implemented as there are several aspects of the documentation that are not fully in place. For example, prior written consent from parents for seeking emergency medical advice and treatment was not in place, the system for informing parents of any accidents is not consistently implemented, and the risk assessments displayed within the areas of play insufficiently record when and by whom they have been checked.

The quality and standards of the early years provision

The quality and standard of the early years provision is satisfactory with some poor aspects within promoting children's welfare, and these have been identified within the leadership and management section of the report. Children have independent access to a good range of resources which enables them to follow their own interests and learn and develop appropriately.

Children access the varied range of toys, activities and equipment from both indoors and outdoors, engaging in games with other children and staff, such as noughts and crosses. Other children enjoy being creative at the paint and mark making areas, making cards for family members and writing their name on them, exploring the sand and water, or singing with other children as they choose activities. The space outdoors facilitates promoting children's physical development well. Children can run and jump freely, explore and try out the different activities, as well as join in team games such as cricket. One child explained that 'the club is a nice place to read'. Interaction between the children and staff is good. Staff ask open-ended questions to facilitate children's critical thinking.

Observations of groups of children are used to improve and develop areas within the setting, such as extending resources within areas of play to stimulate further interest. However, observations of individual children are not sufficiently used to monitor children's progress or identify learning priorities within the planning. Planning of activities is simple and a descriptive evaluation in which staff reflect on how well the activities have been used is in place.

The setting promotes equality of opportunity and anti-discriminatory practice satisfactorily to ensure that every child is included. This is done by providing

activities that all children can take part in. A variety of resources are used to find out about different festivals to broaden children's understanding of diversity and the wider world. They learn to become aware of similarities and differences, which increases their understanding of the wider world. They learn about the local community through outings, such as to the local park.

Children's health and well-being are appropriately promoted, enabling them to learn about healthier lifestyles. This is because they have regular access to fresh air and exercise. Children learn about cleanliness and personal hygiene through gentle reminders to wash hands during their routines, however, staff are not encouraging children to clean their hands after they have been handling food at meal times, therefore, posing a risk of cross-infection.

Children begin to learn the benefits of eating for their healthy growth and development as they are offered nutritionally balanced snacks, such as beans on toast with a selection of fresh fruit to choose from and yoghurt. The cook is proactive in encouraging children to learn about healthy eating and has worked with the children to create a display of the 'eat well plate', which divides the plate into different food groups. However, the organisation of snack time does not facilitate children's independence because they are not involved in any of the preparation, setting the tables, pouring of the drinks or clearing away afterwards.

Children have a balance between freedom and safe limits. Staff understand that suitable types of activities and appropriate levels of support give children the confidence to take risks and try out new skills. The setting provides appropriate activities that capture children's interests and, therefore, they behave well. Clear and realistic boundaries are established which effectively promote children's understanding of right and wrong. Some of the children have been involved in devising the club rules which are prominently displayed. They learn to care about and respect each other through learning to share and take turns.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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 the early years section of the report (CR3) 23/06/2009
- take action as specified in the early years section of the report (CR4). 23/06/2009

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 the early years section of the report (CR3) 23/06/2009