

Children's Choice Out of School Club

Inspection report for early years provision

Unique reference number 218309
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Inspector Fiona Robinson

Setting address Moat Hall Primary School, Johns Lane, Great Wyrley,
Walsall, West Midlands, WS6 6BX

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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

Children's Choice Out of School Club opened in 1995. It operates from four rooms in Moat Hall Primary School, Great Wyrley, South Staffordshire. Children attend from the school and local community. There is a ramped disability access to the setting. The club is open each weekday from 08:00 to 09:00 and 15:20 to 17:45 during school term times. The play scheme club opens each weekday for three weeks during the summer school holidays and February and October half-terms from 08:00 to 17:45. All children share access to a secure enclosed outdoor area.

There are currently 89 children from four to under 12 years on roll. Of these, three are under five years of age. A maximum of 48 children may attend at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The club supports a number of children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The club employs 11 staff. Nine of the staff, including the manager have appropriate early years qualifications. Of these, one is working towards a Level 2 qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff have an outstanding awareness of health and safety issues and ensure that children's welfare and safety is protected. All children are valued and respected and fully included in a wide range of activities. Relationships with parents are good and children with learning difficulties and/or disabilities integrate very well within the group. The manager and staff ensure that priorities for future development are clearly identified and acted on, and there is good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop planning and assessment procedures to record all children's progress and inform the next steps in learning.

The leadership and management of the early years provision

Children's safety is protected very well. Staff encourage them to be responsible for their own safety by involving them in risk assessments. Staff are vigilant and ensure that children remain safe by implementing rigorous safeguarding policies and procedures. Children's good health is promoted very well in a safe and secure environment. Senior staff clearly understand their responsibilities and procedures to protect children in their care. Children with learning difficulties and/or disabilities

are very well cared for in this setting.

The manager and staff work hard as a team to create a friendly and welcoming environment. They meet regularly to discuss their strengths and identify areas to develop. They have rightly identified the need to develop planning and assessment procedures to record children's progress. A good start has been made to record the efforts of the youngest children in their 'My World' books. Staff recognise the importance of developing assessments for all of the children. They also plan to develop evaluations of their activities to inform the next steps in learning. The setting has worked effectively to address the area for improvement raised at the last inspection. Feedback from parents is actively sought and acted upon, and staff use a wide range of policies and procedures to guide staff practice. Planned inset and attendance on courses helps staff to improve their performance.

Good systems are in place for communicating with parents. They receive regular newsletters and ongoing information about their children's achievements. Relationships with parents are good and staff make parents welcome at the setting. Good links exist with the host school to ensure the setting benefits from the use of the well-maintained indoor and outdoor areas.

The quality and standards of the early years provision

Children make good progress in development through a wide range of practical and play experience. Staff have begun to monitor and record the youngest children's progress and are developing skills of using the information to plan additional activities to help children to build on their existing skills. They plan to extend this system to record the progress of the older children.

Children show a good understanding of how to keep themselves safe and healthy. They respond well to the excellent care and support given by staff. They enjoy physical exercise and learn about the importance of activity in a healthy lifestyle. They enjoy playing ball games and like riding the bicycles and scooters wearing their protective headgear and kneepads. Children are gaining a good understanding of making healthy options as they eat their fruit kebabs at snack time. They enjoy socialising and making independent choices.

Staff encourage children to take responsibility for using equipment safely and ensure children are well protected as they create 3-dimensional structures and use equipment to make models. Children are well behaved and enjoy respectful relationships with staff and each other. Those with learning difficulties and/or disabilities integrate well within the group and enjoy riding the scooters and leading the role play in the grocer's shop. Children willingly support these children in any activity they take part in.

Children enjoy all aspects of their play. They enjoy making playdoh and playing tabletop games. They like contributing to the planning by writing down their ideas and hanging them from the inclusion tree. Their creative skills are developed well through drawing and painting. They enjoy growing cress for their sandwiches at snack time and extend their mathematical knowledge as they measure and mix

ingredients for biscuits. Children especially enjoy listening and dancing to a variety of music in their own version of the 'X-factor'. Overall, children develop their independence well and are well prepared for future learning.

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? | 1 |
| 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? | 1 |

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? | 1 |
| 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 |

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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

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