

Auckland Out Of School Care

Inspection report for early years provision

Unique reference number 550145
Inspection date 07/10/2009
Inspector Julie Morrison

Setting address Walker Drive, Woodhouse Close, Bishop Auckland, County Durham, DL14 6QL
Telephone number 01388 604575
Email kwest24@hotmail.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Auckland Out Of School Care opened in 2001 and is owned and managed by a management committee. It operates from various rooms in a youth and community centre in Bishop Auckland. The out of school club is open Monday to Thursday from 3.00pm to 6.00pm and Friday from 3.00pm to 5.30pm, term time only. They provide a holiday play scheme during the school holidays, Monday to Thursday from 8.00am to 6.00pm and Friday from 8.00am to 5.30pm

The out of school club is registered to care for a maximum of 50 children from 3 years of age to under eight years at any one time. They currently have 35 children on roll, of which two are in the early years age range. This provision is registered by Ofsted on the early years register and the compulsory and voluntary parts of the Childcare Register. The out of school club employs five members of staff, all of which hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The out of school club provides a relaxed and friendly environment where children have fun through a suitable variety of play activities. They have recently introduced planning to ensure that they are adequately covering all areas of learning and this is complemented with basic observations of the children's learning. Procedures to work in partnership with other providers of the Early Years Foundation Stage (EYFS) are in their infancy. Suitable systems are in place to gather all required information from parents. This helps to meet children's individual needs. The club has worked hard to address the previous actions and the manager has a clear understanding of their areas for development.

What steps need to be taken to improve provision further?

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

- further develop the record of risk assessment to ensure it covers all areas which children may come into contact with, for example, access to space used by other users of the community centre
- further promote children's positive behaviour by implementing a named practitioner responsible for behaviour management issues
- provide resources and images to help children to begin to know about other people's cultures, diversity and disability issues
- further develop procedures to promote effective communications between settings to ensure that children's needs are met and there is continuity in their learning.

The effectiveness of leadership and management of the early years provision

The manager and staff have a good knowledge of the signs of potential abuse and the procedures to be followed to ensure children are fully safeguarded. Appropriate recruitment systems are in place, this means that staff are appropriately qualified and have relevant experience to care for the children. Staff make use of visual and written risk assessments to ensure the premises accessed by the children remain free from potential hazards. However, these do not fully cover all areas and consequently doors to other areas of the building are not consistently closed. Staff have recently developed the space used by children to provide a more welcoming environment. This includes, providing quiet areas for the children to read and relax and colourful displays of the children's work. Overall children have access to a suitable range of age appropriate play resources. However, there are limited resources that reflect positive images of diversity and disability, this restricts children's awareness of difference and the wider world.

Staff and management have worked hard to address the actions raised at the previous inspection and the manager demonstrates a genuine commitment towards developing the setting. They have worked closely with their early years advisor to implement action plans and to discuss areas for development in newly established team meetings. As a result, their knowledge of the EYFS is beginning to develop and they have introduced a key person system. This helps to promote outcomes for children. Suitable procedures are in place to work with parents. The club is beginning to gather information about children's individual needs through the use of children's profile forms. This helps them to gather information about children's likes and dislikes. Prior to their child starting parents receive copies of all relevant policies and procedures and complete appropriate consent forms, for example, to obtain emergency medical treatment. This helps to promote children's welfare. Information is shared with parents on a daily basis about their children's care. The manager recognises the importance of partnership working with other settings to ensure the continuity of children's learning. For example, she has developed procedures to gather information about the kinds of activities provided at schools. However, systems to share information about children's individual learning have not been fully established as yet.

No children with special educational needs and/or disabilities currently attend the setting. However, the manager and staff demonstrate a positive attitude towards ensuring that all children are included at the setting and individual needs are met.

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

Staff are beginning to develop their understanding of the learning and development requirements of the EYFS and therefore, children's progress is suitably supported. Plans for activities have been introduced which ensures that they are adequately covering all areas of learning and procedures to make observations of the children have been established. However, as the children have

only recently started at the club, these are in their infancy. Children are happy and settled at the out of school club and quickly become involved in age appropriate activities which have been set up by staff. For example, they enjoy making collages out of leaves, use building blocks for construction and enjoy imaginative play. Staff interact appropriately with the children. They get involved in their play and take an interest in what they have been doing at school. Some use of questioning helps to further develop children's learning, for example, they use board games to promote mathematical skills and encourage children to solve problems themselves. Children experience appropriate opportunities to develop their information and communication technology skills to support their learning. For example, they use the computer to identify the word 'welcome' in different languages and to find flags from other countries. These are used to make a large welcome poster in different languages. This also helps to promote children's awareness of the wider world.

Although the setting does not currently have access to any outdoor space. The children do have regular opportunities to be active as they use the sports hall for ball games and physical play. During the holidays they go on outings to the park and try new activities such as fishing. The children are beginning to develop their understanding of keeping safe through planned activities, such as making road safety posters. This is complemented with close observation of the children from staff and reminders to be careful when running around. The setting has worked hard to improve children's awareness of healthy eating. They provide tea time snacks of soup, wraps and fresh fruit and involve the children in making healthy pizza's. Children clearly know appropriate routines to further support their good health, for example, washing hands before they eat. All documentation required to further promote children's welfare, for example, accident and medication records are in place. The setting benefits from a clear written behaviour management policy however, they do not have a named person with responsibility for behaviour management in place. Nevertheless, the children do play well together and older children support younger ones, for example, helping them to build houses. The children have developed their own rules for the club and staff use these to reinforce appropriate behaviour.

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

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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