

Chapel Allerton Out of School Club

Inspection report for early years provision

Unique reference number EY386734
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Inspector Alison Margaret Walker

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Chapel Allerton out of School Club was registered in 2008. It is part of 4children Kids Club Network and is a charitable organisation, which has provisions across England. The club runs from Chapel Allerton Primary School in North Leeds. The children have access to an outdoor play area. The club operates from the dining hall within the school and there is wheelchair and pushchair access. It is open from Monday to Friday from 8am to 9am and 3.15pm to 6pm term time and 8am to 6pm in school holidays and training days.

The setting is registered to care for a maximum of 20 children under eight years at any one time, of whom no more than five may be in 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 50 children on roll and four of these are in the early years age group. The club caters for children from the school and another local school. The club employs four staff, including the play leader, all of whom have recognised early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending the club due to the welcoming atmosphere and the variety of interesting activities that are provided for them. High priority is given to the children's well-being and safety. All policies and procedures are implemented effectively. Staff have a sound understanding of the Early Years Foundation Stage Framework and the implementation of this is developing. The club works closely with the school serves to complement the children's individual development and learning needs. Effective partnerships with parents have been established to ensure they are fully informed about their child's care. The staff work well together as a team and receive good support from the manager. The club is committed to regularly evaluating their practice to identify areas they would like to improve.

What steps need to be taken to improve provision further?

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

- develop information and communication technology resources
- ensure risk assessments cover all areas.

The effectiveness of leadership and management of the early years provision

A written safeguarding policy is in place to ensure children are safeguarded within the setting. The manager is the designated officer within the staff team to be responsible for child protection. All staff have attended training and are aware of

the procedures to follow if they have concerns about a child in their care. Parents are made aware of the policy and of the groups responsibility to report any concerns. All staff hold recognised childcare qualifications and all are cleared with the Criminal Records Bureau to ensure they are suitable to work with and be unsupervised in the presence of children. There is a record available on site to confirm these checks have been carried out. All the staff hold valid first aid certificates. Risk assessments are carried out and reviewed on a regular basis and written records are displayed. However, one possible hazard has not been covered.

Effective self-evaluation systems help identify areas they would like to improve. Such as, obtaining information and communication technology equipment. Since the last inspection the setting has shown a very good commitment to improving their practice. All the actions and recommendations raised have been fully addressed. For example, the security of the premises and the checking and recording of visitors has improved greatly. This has a positive impact on the safety of the children and staff.

These improvements have been instigated by the manager. She is a good role model, working closely with the staff to raise their confidence by giving plenty of praise and encouragement. As a consequence they are more motivated and work effectively as a team. This has a positive impact on the care of the children. Regular meetings and appraisals help maintain consistency and also to identify any training needs.

Partnerships with parents have developed well. Each child in the early year group now has a key worker and they are responsible for liaising with parents on a daily basis passing on relevant information about their children's care, education and development. New parents receive a prospectus which gives them clear information on the settings policies and procedures. There is a parents' notice board with planning displayed and parents can access their children's profiles to see how they are progressing. Parents are keen to express how happy they are with the setting. They feel the staff are approachable; they always pass messages on from school, know the children well and treat them as individuals. Regular questionnaires are issued to parents and children to give them opportunity to comment on the setting and areas they might like to improve.

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

Children enter the club with excitement after a busy day at school. They are able to play and relax with their friends in a welcoming environment. Planning of activities are very flexible to take into the children's interests. They are always consulted about what they would like to do and this ensures they have an enjoyable time. A varied range of interesting activities and resources are provided for indoor and outdoor play. However, information and communication technology equipment is rather limited. Staff identify any learning intentions for the children and offer them opportunities to develop these if they want to.

Children can freely access a range of appropriate activities and enjoy playing with

their friends. Some children sit quietly colouring a picture whilst others chose to play a lively game of football outside. Staff are very involved with the children's activities giving ongoing support and encouragement. Equality and diversity is promoted through a variety of enjoyable activities, such as watching films from different cultures and food tasting from the around the world. When trying the food they talk about the different countries, cultures and religions which helps raise their awareness. Throughout the building there are posters, books and resources that reflect positive images of culture, disability, region and gender.

Children have free access to drinks and light meals throughout the session. Children are given healthy options, such as variety of sandwiches, yogurts and fruit. As a consequence they have good appetites and enjoy sitting and eating with each other chatting about their day at school. Since the last inspection a more flexible meal and snack time has been introduced. This has been very effective giving the children a choice of when they eat. Children routinely wash their hands before they sit down to eat. Children's health and physical development is well supported as they have regular access to fresh air and physical play. They access the large school playground and enjoy group ball games and using physical apparatus. A small group of children thoroughly enjoy playing cricket with a member of staff and proudly tell the score to the staff and friends when they come back into the building. Children receive constant praise and support from the staff which helps them develop sound understanding of appropriate behaviour. They learn to take turns and share as they play together and are rewarded with positive encouragement which raises their confidence and self-esteem.

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

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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

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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