

Westerton Primary School Out of School Club

Inspection report for early years provision

Unique reference number	EY381216
Inspection date	27/01/2010
Inspector	Tara Street
Setting address	Westerton Primary School, Hesketh Lane, Tingley, Wakefield, West Yorkshire, WF3 1AR
Telephone number	01376 556 872
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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

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 caretaker's lodge of Westerton Primary School which is located in the Tingley area of Wakefield. There are no issues which may hinder access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 32 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged from eight years to 11 years. The setting is open each weekday, from 7.30am to 9am and 3.10pm to 6pm, term time only. The setting also offers places during school holidays from 7.30am until 6pm.

There are currently 54 children on roll. Of these 44 are under eight years and of these 17 are within the early years age range. The setting supports children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the play leader, who work directly with the children. Three of the staff hold appropriate early years and/or playwork qualifications and two are currently working towards a recognised qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a welcoming and inclusive environment where children are secure and happy. Staff recognise every child as an individual and ensure that steps are taken to support and extend each child's learning through their own interests. Close partnerships with parents and others providing education for the children ensure relevant information is shared. As a result, children's welfare is safeguarded and that they make good progress in their learning and development. Management and staff work well as a team and show a commitment to on going improvement.

What steps need to be taken to improve provision further?

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

- develop further the planning of activities to take account of individual children's identified next steps in learning
- provide more regular opportunities for children to access and develop their skills in using information and communication technology
- continue to develop the use of the outdoor area in order to fully support all areas of children's learning.

The effectiveness of leadership and management of the early years provision

Children's health and safety is promoted effectively because staff implement the relevant policies and procedures well. Security within the setting is robust and procedures for the employment of staff ensure only suitable adults work with the children. All staff understand their responsibility to safeguard children and appropriate arrangements are in place to deal with any child protection concerns in the future. Activities within the setting and on outings are fully risk assessed, so that appropriate steps are taken to minimise any potential dangers. Staff supervise children closely, whilst allowing them to learn about and deal with risks as they play.

The organisation of resources on low shelving and storage units enables children to help themselves to what they wish to use and this benefits their independent learning. Children also benefit from an outdoor area which is accessed daily for play and activities. Whilst this offers some valuable opportunities, it does not yet fully support all areas of learning.

Staff promote positive relationships with parents and carers and supply detailed information through regular discussions, newsletters and a parents' notice board. They use information supplied by parents to get to know the children and they use this well to inform planning for their first session. Staff liaise well with other professionals to support children whose care is shared. They also work closely with parents and other agencies to support children with special educational needs and/or disabilities, ensuring that the environment and activities provided are fully inclusive. Children are central to the running of the whole facility and their opinions and interests are always valued and respected.

Effective management systems and good team working ensure the whole provision runs smoothly. Staff show enthusiasm for their work and show a genuine interest in what children do and say. Accurate self-evaluation, which include staff, parents and children's opinions, contributes significantly to the club's realistic view of their practice and sound plans for future development. Improvements made to date have had a positive impact on the overall quality of the early year's provision and the outcomes for children.

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

Children are happy and settled because relationships with staff are warm and positive. The welcoming and well equipped environment provides children with a range of interesting opportunities and as a result, they quickly become absorbed in their self-chosen activities. Planning is securely based on the children's interests and achievements and helps to guide staff in their delivery of the curriculum. However, despite identifying the next steps for each child, these are not clearly reflected within the planning process to keep a focus on children's individual and immediate learning needs. Children develop positive attitudes towards learning

because they are able to choose and combine resources, so that they follow their own interests and ideas. Whether children play alone or with an adult, they remain engrossed in what they do. Staff deploy themselves effectively to ensure they are able to step in to support and extend children's learning when appropriate. Adults encourage children to make choices and to think for themselves. For example, children help tidy away at the end of the session and serve themselves at snack time, knowing that staff are there to help them if needed. This develops their personal independence and sense of self-worth.

Children learn to express themselves because staff take opportunities to encourage them to talk about what they do. Many are confident to speak to the group, sing a song or lead a game of 'Frustration'. Children enjoy playing outside and regularly participate in group games of rounders or football and they devise their own fitness routines. They enjoy using small sports equipment to practise their throwing and catching skills. The children also develop an understanding of how to keep themselves healthy as they wrap up warmly before going outside and learn to wash their hands before eating. They enjoy a variety of healthy meals and snacks, with considerable care being given to ensuring children's individual dietary needs are taken into account.

Children behave well because staff ensure they understand the expectations for their behaviour and use clear praise and reward systems to let them know when they do well. Children work well with others and older children enjoy helping their younger friends. They experience suitable opportunities to access information and communication technology to support their learning, such as accessing remote controlled toys and a compact disc player. However, other opportunities for children to explore technology such as battery operated and programmable toys are limited. Children's opportunities to use open ended activities such as creative materials, role play resources and construction toys develops their imagination and ability to solve problems. Such skills prepare children well for their 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

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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