

Horsforth Featherbank Infants School

Inspection report for early years provision

Unique reference number EY399375
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Inspector Ingrid Szczerban

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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

Featherbanks Out of School Club operates from the main hall, the library and the IT suite within Horsforth Featherbanks Infant School. The school is located in a suburb of Leeds, in West Yorkshire. The club is run by the national charity, 4Children. Outdoor play is available in the school grounds. The club serves the children who attend the school.

Opening times are Monday to Friday, from 7.30am to 9am and 2.30pm to 6pm, and during school holidays from 07.30 to 18.00, for 49 weeks of the year. Children between the ages of four years and 11 years may attend. Access is via the main reception door where there is also suitable disabled access.

The club is registered to care for a maximum of 40 children at any one time. There are currently 10 children on roll, four of these are within the early years age group. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are two staff employed to work directly with the children, both hold appropriate qualifications. The setting receive support from the 4Children charity and are currently engaged in the quality assurance scheme 'Aiming Higher'.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good attention is given to meeting the learning and development needs of children. Children take part in a wide range of activities and make good progress in all areas of learning. Inclusive practice is promoted well and children are very much valued and respected as individuals. Predominantly robust systems are in place to promote the welfare needs of children. The provider assesses the provision well and accurately identifies areas for improvement. A good capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking any necessary emergency medical advice or treatment (Promoting good health). 01/06/2010

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

- continue to review all policies and procedures.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a predominantly good understanding of their role with regard to safeguarding children. For example, they hold current first aid certificates, they know what to do if concerned about a child and staff are suitably vetted. Risk assessments are robust and minimise potential risks to children inside and outdoors. Systems in place to keep children healthy, are generally good, the premises are kept very clean and the sickness policy is effectively implemented to prevent the risk of any cross infections. However, written parental consent for seeking any necessary emergency medical treatment or advice, is not kept. This is a breach in regulations. Policies and procedures are reviewed regularly and this is to be continued in order that regulations are met. Staff are deployed well to meet the needs of children and they work seamlessly together as an effective team. The accommodation is organised effectively to support children's overall development and welfare.

Inclusive practice is promoted well by gathering important information from parents regarding children's individual needs in order to support their overall learning and development. The key worker system works well, the individual personalities of children are taken into account by staff to meet each child's needs. The environment reflects diversity and a range of people in the wider world, through positive images reflected in resources and displays. This helps support children's understanding and appreciation of other ways of life. Children are independent they select their own toys and equipment which is set out at their height, and individual children's art work is displayed so that they feel valued and develop good self-esteem.

There are good systems in place to evaluate the service offered. Though the club has only been running for a few weeks the staff have already improved their recording of children's development by making a separate list of each child's next step for development. This ensures clarity for any staff working within the setting and is an instant reminder for them without having to consult individual files. The Ofsted self-evaluation form has been completed and the setting is currently taking part in a quality assurance scheme. The setting intend to send out questionnaires for parents after they have been open for 6 months. Both staff hold level 3 childcare qualifications and they are now working towards becoming qualified in play work. Staff are enthusiastic in their approach and engage with the children very well.

Partnerships with parents and carers are good. There are effective systems in place to exchange information and complement children's learning at home. For instance, daily discussions take place, child development records are freely available to parents, and there are attractive displays and examples of children's work. Parents and carers are made most welcome and are invited to stay in the setting. Links with other settings delivering the Early Years Foundation Stage are well developed. The out of school club staff work in close partnership with the teachers in the school and with parents, in order to compliment the children's learning and share information. Parents spoken with at the time of the inspection

confirm their complete satisfaction with the service provided. They say that their children often request to stay for longer than is necessary, because they have such a good time in the club.

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

Children make good progress in their learning and development. Good observations and assessments are made by the staff who are key workers for the children. These include what children are interested in, what they are learning and their next steps for progression. Relevant information is obtained from parents before children begin. This helps the staff to be able to plan for their individual interests. As a result, children settle well and are suitably challenged. Plans of activities follow the direction that children wish to take. They are involved in regular planning meetings which sustains their interest and fosters their self-esteem and creative ideas.

Through discussions and circle time children learn about healthy eating and active lifestyles. They eat healthy snacks and enjoy physical activities. For instance they request to play parachute games because they say 'it helps to wake up our brains in the morning'. After school children often like to relax on the bean bags to chill out for a while, this helps them to rest and remain healthy. Children learn how to keep themselves safe. They are shown the correct way to help set out equipment and are encouraged to tidy away toys so they do not trip over them. The well organised storage systems allow children to make independent decisions about what they want to do and encourage autonomy.

Children get on well together, they are well-behaved and display good manners. The rules for behaviour are devised by the children and they have a good understanding of the expectations of the setting. For example, they clean up after themselves, after snacks, standing up from the table, and removing their plates and cups. Children are interested in making patterns and doing jigsaws which helps to develop mathematical understanding. They thread beads to make intricately patterned bracelets.

Children use language to express their ideas and talk about what they are doing. They draw pictures using very bright colours and say 'fish live under water' and then they decide to colour in the background blue, and draw bubbles. The children approach staff to read stories to them and they listen with high levels of attention. Some times they are so captivated by stories that they ask many questions which leads to them engaging in themes. For instance, the story *Handa's Surprise* generated interest in the country of Kenya. The children were fascinated to learn that houses in Kenya may be made from wood, dung and mud. As a result children wrote about Kenya and drew pictures to represent the way of life there. This work is displayed for children and they like to talk about the subject again, thereby consolidating their learning. So children learn to appreciate similarities and difference, they also gain in self-esteem because their work is valued by adults.

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	3
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	3
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