

School's Out

Inspection report for early years provision

Unique reference number EY282995
Inspection date 30/09/2010
Inspector Clare Henderson

Setting address Heyes Lane Infant School, Crofton Avenue, Timperley,
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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

School's Out is privately owned and managed. It opened in 2004 and operates from the school hall, classroom 6 and associated facilities in Heyes Lane Infant School in Timperley, Cheshire. It serves children who attend the infant and junior schools. Children have access to a secure enclosed outdoor play area. A maximum of 60 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The setting is open Monday to Friday from 7.45am to 9am and from 3pm to 6pm, during term time only.

There are currently 83 children on roll, of whom 52 are under eight years. Of these, 13 are within the early years age range. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are five members of staff employed to work with the children. Of these, three staff hold appropriate early years qualification to Level 3 and two are currently working towards Level 3 qualification. The setting has achieved Quality Counts quality assurance status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Schools Out is a relaxed, calm and extremely happy place where children feel fully included and valued as they learn and play together. The club runs extremely smoothly because it is led very effectively and all aspects of welfare and care are promoted meticulously. Partnership arrangements with parents and carers, external agencies, including the school, and the local community are excellent and further support the children's learning and development. The management have exemplary procedures to monitor and evaluate the performance of the club. Consequently, capacity for further improvement is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to extend and review the use of self-evaluation systems to continually identify the setting's strengths and priorities for the future.

The effectiveness of leadership and management of the early years provision

The safety and well-being of each child is the central driving force of all the club does. Consequently, the owner, manager and all adults have an excellent understanding of the safeguarding policy and procedures. Managers have drawn up rigorous policies and procedures to ensure children's welfare needs are met and these policies are regularly reviewed. Robust vetting and recruitment procedures are in place to ensure adults are suitable to work with children. The club is led and managed extremely well and has made excellent progress since the last inspection. As a result, children's learning and development are outstanding. All adults are involved in evaluating how improvements can be made and maximise children's enjoyment. They have clearly identified, within the development plan the need to continue to extend and review the self-evaluation system to continually identify strengths and priorities for the future. Adults use their excellent knowledge of the children as individuals and information they gain from assessments to check children have high quality access to learning through play. The highly inclusive nature of the club ensures that staff consistently promotes equality of opportunity for all children. Workshops are set up for the children to consider, for example, what it would be like to live with a disability, such as being in a wheelchair. These help children to learn to empathise more closely with the needs of others. Managers have introduced outstanding arrangements whereby staff contribute to evaluating the effectiveness of the current provision. They continually take on board children's and parents' ideas and a review of practice is built into future planning very effectively. The manager and staff have established excellent links with the host school and external agencies which ensure important information is passed to staff in the club. Parents say they are very happy with the club and explain how much their children enjoy coming. For example, comments include 'this club is a life saver for me whilst I am at university' and 'I'm very happy because my child really enjoys coming'.

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

All children are totally absorbed in play from the moment they arrive. This is because resources are matched so well to their interests, learning and development. The youngest children are testament to this as it is difficult to spot them as they are so settled and well-integrated. For instance, one child played happily on their own for almost an hour with trains on a track, totally absorbed in their own play, happy that the adults allowed them to play for as long as they wished. Another older child decided to design and make a pair of paper slippers. Their beaming smile was evidence of their very real enjoyment. Adults are excellent role models to the children and help them build positive relationships with one another. They position themselves where the children play supporting and engaging with them as needed in order to extend the children's knowledge or facilitate further learning. For instance, an adult set up, for those who wanted to join in, an investigation into what shapes they could find indoors and outdoors. Such activities encourage the children to be active and inquisitive learners whilst

having a jolly good time. Children are learning well to lead healthy lifestyles with excellent opportunities for physical exercise available continuously as children wish, within a safe and enclosed area. They say they feel extremely safe knowing there is always an adult who will listen and help them. Healthy snacks, fitness boot camps and taekwondo sessions are a few of the many activities available which promote healthy lifestyle choices very effectively. The children have a real ownership of the club and know adults will not only listen to them but respond enthusiastically to their ideas. The club council is influential and demonstrates well children's involvement in their club. For example, they wrote to the school headteacher requesting use of the school's trim trail. As a result of their success, this facility is now available. The club celebrates festivals and cultures throughout the year. These extend children's understanding and tolerance of other beliefs and customs very effectively. Children willingly run stalls at fairs or attend club discos to raise money for those less fortunate than themselves. This helps them to make a positive contribution to improving the lives of others. Children develop their confidence and skills of teamwork and cooperation as for instance they act as buddies for the younger children.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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