

# Penny's Club at Harwood Meadows

Inspection report for early years provision

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**Unique reference number**

EY300751

**Inspection date**

18/10/2011

**Inspector**

Jane Shaw

**Setting address**

Harwood Meadows CP School, Orchard Gardens, Bolton,  
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**Telephone number**

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**Type of setting**

Childcare - Non-Domestic

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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

Penny's Club at Harwood Meadows Out of School Club is managed by a private provider. It was registered in its current premises in 2005 and operates from the community room, school hall, library, cosy room and outdoor play spaces in Harwood Meadows County Primary School, Orchard Gardens, Bolton, Lancashire. A maximum of 40 children aged from three years to under eight years may attend the club at any one time. The club also offers care to children aged eight years to 11 years. The club operates Monday to Friday from 7.30am to 9am and 3.30pm to 5.45pm during school term time. During school holidays the club operates from 7.30am to 5.45pm. Children attend from the host school and Hardy Mill school. There are currently 57 children on roll, of these 39 are under eight years and of these 18 are within the early years age group. The club supports children with special educational needs and/or disabilities. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager who work directly with the children. Of these, one holds a qualification at level 4 in playwork, two hold qualifications at level 3 in early years, two hold qualifications at level 2 in playwork and one hold a qualification at level 2 in early years. The club is a member of the 4Children and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Penny's Club at Harwood Meadows provides a welcoming and inclusive environment for all children who attend. Children enjoy their time at the club and benefit from an interesting range of activities, which support their learning and development appropriately. Links with other professionals where children receive care and education in more than one setting are developing. Whilst the setting shows a satisfactory capacity to improve, processes of self-evaluation have not been fully implemented. As a result some of the required records are not fully in place, which is a breach of the requirements.

## What steps need to be taken to improve provision further?

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

- update the safeguarding children policy and procedure, and ensure this includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare) 01/11/2011
- maintain an accurate daily record of children's hours of attendance. (Documentation) (applies to both parts of 01/11/2011

the Childcare Register)

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

- develop further systems to ensure continuity and coherence by consistently sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop further systems to encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development particularly with regard to documentation.

## **The effectiveness of leadership and management of the early years provision**

Satisfactory arrangements are in place for ensuring the safety and welfare of children. All staff working with children have been checked for their suitability, demonstrating commitment to keeping children safe. Staff have a sound knowledge and understanding of safeguarding issues and reporting procedures. However, the safeguarding policy does not include the required procedure to be followed in the event of an allegation being made against a member of staff. Risk assessments and ongoing daily checks of the premises are carried out to identify hazards to ensure children's safety. Most of the required records are in place. However, the attendance register does not fully meet the requirements, as it does not consistently show children's hours of attendance

Staff know the children well, and provide children with access to a variety of activities and opportunities. Planning is informal and most children contribute to this by making suggestions and giving ideas regarding activities. Overall, the organisation and deployment of resources satisfactorily enables children to organise their own play and involvement in activities. Friendly relationships have been established with parents and carers. These are particularly beneficial to children with special educational needs and/or disabilities. Parents and carers have some information about the setting and receive verbal feedback and messages from school. They speak positively about the staff and the club in general. Equality and diversity is promoted appropriately and staff ensure all children have equal access to all opportunities and resources, as a result, children's individual needs are appropriately met. The setting communicates with other providers where children receive care and education in more than one setting. However, systems for sharing information are not well established to further promote continuity and cohesion.

The manager is motivated to seek further improvement. However, systems for reflective practice and self-evaluation are not fully embedded. This results in most, but not all of the settings strengths and weaknesses being identified, with particular regard to the required documentation. Recommendations from the previous inspection have been suitably addressed. These have a positive impact on improving outcomes for children.

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

Staff have a suitable knowledge of the Early Years Foundation Stage framework and implement it appropriately. They are aware of children's individual abilities and interests, and as a result, children make satisfactory progress in their learning and development. Staff have begun to undertake observations of children's progress and development to satisfactorily inform planning.

Children arrive happy and eager to participate in the variety of activities and opportunities on offer. They have suitable opportunities to make decisions about their play and participate in any planned activities, such as craft. They are able to self-select resources from those set out or from storage areas. Activities are based around children's interests and choices, and most children contribute to the planning, making suggestions about activities.

Children are independent as they decide upon activities, use the bathroom and access drinks. Behaviour is generally good and children are beginning to cooperate and play well together, for example, children sit and chat during games and activities. Snack times are social occasions where children from different classes, schools and age groups sit together. Children communicate appropriately as they negotiate and make suggestions during play. Examples of this are where they take turns using the games console, or as they play in the role play area.

Children's language is developing well as they talk about their day at school and use language when playing games of strategy. They have satisfactory opportunities to write and make marks using different resources and access books for quiet reading. Children problem solve as they use tabletop resources and participate in group games. Creative skills are developing, in particular their creative and imaginary language. For example, as they use small world resources and craft materials.

Children are beginning to show an understanding of healthy life styles. They enjoy some healthy snacks, have access to drinks throughout the session. Outdoor play promotes children's health, welfare and physical development. Children are developing an understanding of the need to keep themselves safe, as they are reminded about the safe use of tools and equipment. They develop appropriate skills for the future through access to a variety of activities and experiences. For example, opportunities to develop social, language and numeracy skills, and use information and communication technology to support their 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in early years section of report (Records to be kept) 01/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in early years section of report (Records to be kept) 01/11/2011