

Holywell Out of School Club

Inspection report for early years provision

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Inspector

Sue Riley

Setting address

Holywell County Primary School, Berkeley Road,
Loughborough, Leicestershire, LE11 3SJ

Telephone number

01509 618239

Email

veronica'savill@loucoll.ac.uk

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

Holywell Out of School Club was first registered in 2006 and is one of several child care settings run by Loughborough College of Further Education. It operates from a mobile classroom in the grounds of Holywell County Primary School in Loughborough. Children have access to toilet facilities in the main school building. All children have access to the secure outdoor play area.

A maximum of 26 children from four years to under eight years may attend the setting at any one time. There are currently 42 children attending, of whom, five are within the Early Years Foundation Stage. The provision also offers care to children aged over eight years to 11 years. This provision is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. Children come from local and wider communities, but attend the school. The setting currently supports a number of children with special educational needs and/or disabilities. The setting is open each weekday from 8am to 9am and 3:15pm to 6pm during school term time only.

The setting employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification. One staff member is a qualified teacher. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the club and receive good levels of care because the qualified staff work closely with individual children and their families. Effective systems are in place to ensure that all children's individual needs are routinely met. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they fully understand the welfare requirements. Good partnerships between parents and other agencies ensure children's needs are met and their protection assured. Successful steps are taken to self-evaluate the provision for children and the club demonstrates an appropriate capacity to make continuous improvement and develop the existing standards.

What steps need to be taken to improve provision further?

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

- enhance the use of observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- increase resources to help promote positive attitudes to diversity and difference within all children, helping them to learn to value different aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures and know how and when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The club has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment for children to play and learn in. The manager has high expectations and sets high standards which are embedded across all areas of practice. The staff team have been involved in the self-evaluation process. The staff update policies and procedures appropriately. The manager routinely makes use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this setting. This is due to the management valuing and respecting the staff team. The club have successfully addressed the recommendations raised at the last inspection.

The good liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Staff place value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a good knowledge of each child's background and needs. Children attend settling in visits to help them become familiar with the club.

The club has developed a very effective partnership with the local school and they are beginning to work with other early years providers which some children attend. Staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. Resources are good, fit for purpose and support children in their development. The environment is conducive to children's learning and is managed well. Staff are making the most of diversity to help children understand the society they live in. However, this is limited due to the lack of resources for children to play with and learn from which underpin this aspect of children's learning.

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

Children make good progress towards the early learning goals. Staff provide a range of activities that take into account children's individual learning needs. They provide a well-balanced session that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities.

The staff team are currently using a new system of planning, observation and assessment for the children in the Early Years Foundation Stage. Staff plan what to have out with care and are starting to take account of each child's interests and learning needs. Staff observe children during their play and are beginning to use this information to monitor progress and plan for future learning. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with enthusiasm. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. Children's levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning.

Children's social skills and ability to communicate with others are developing well, so they are gaining the underpinning skills needed for their future success. The children take a responsibility for looking after their club and the toys and resources within it. Staff work together to introduce positive behaviour reward schemes and all staff take time each day to recognise any positive behaviour they have seen. Children know the club rules and why they are in place. They have lovely warm relationships with the staff and have lots of fun with them. Children willingly approach the staff as and when needed, demonstrating that they feel safe. The emotional wellbeing of children is good, children know who their key person is but they still approach other staff with confidence. Puppets are used to help children understand what bullying means and how they can address this. Children gain a sense of belonging to the club as they each have their own named coat hook and see their art work being valued and displayed. They play together well and have definite friendship groups in place. The older children are very supportive of the younger children. Their confidence grows as they have the opportunity to express themselves verbally through 'show and tell' time. This gives the children the opportunity to share with the rest of the group their latest news and achievements.

Children learn about keeping themselves safe through the discussions and activities provided. For example, when playing outside they wear high visibility jackets so they are easily identifiable. Staff have started to involve the children in completing risk assessments and have a simplified version of a risk assessment that the children are encouraged to complete, this helps them begin to understand the dangers for themselves. For new children they use a buddying system to help them settle at the club. Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. Children learn about healthy eating whilst sitting and eating their snack or by taking part in baking activities. At the club children are given the opportunity to play outside each day. Children's independence is promoted well as they help themselves to water from the water fountain as they become thirsty. They also take it in turn to be the snack monitor for the day and help the staff in serving the snack to their peers. Children through the club have started fund raising for local charities to help them become more aware of their local community and the wider world. They enjoy stories and listen well. Children eagerly ask questions as they play. They enjoy building with their friends and talk about what they have built. Children use and develop their small muscles and hand-eye control in all that they do. They are confident with the use of information communication and technology.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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