

4Children Out of School Club

Inspection report for early years provision

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Inspection date	23/03/2012
Inspector	Julie Kelly
Setting address	New Beverley Children's Centre, Bismark Drive, Leeds, LS11 6TB
Telephone number	07810 792 962
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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

4Children Out of School Club is an out of school provision run by 4Children Kid's Clubs Networks. It registered in 2007 and operates from a purpose built room within New Bewerley Children's Centre. It is situated in the Beeston area of Leeds. A maximum of 40 children aged three to eight years may attend the out of school club at any one time. The setting is open each weekday from 8am to 9am then from 3pm until 6pm term time only. It also operates a holiday play scheme which is open from 8pm until 6pm during school holidays. All children share access to an enclosed outdoor play area. Children attending come from nearby schools. There are currently 120 children on roll who attend for various sessions, of these 40 are under eight years and 11 are in the early years age group. The setting serves the local multicultural community and surrounding areas and supports children who speak English as an additional language.

There are four members of staff, including the manager who works directly with the children. Of these, two members of staff hold a childcare qualification at level 3 and the manager holds a level 5 Diploma in Management. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a welcoming, inclusive child-centred environment. The whole staff team provide an inspiring and challenging learning environment where children make consistently good progress in relation to their starting points. Children's individual needs are met through the planning of rich, varied and imaginative experiences and learning opportunities. Staff demonstrate an effective level of professionalism and their commitment to continuous professional development is good. Partnership working is mostly good. The staff team have a realistic view of the settings strengths and weaknesses and effectively monitor and evaluate their practice to successfully maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the procedures in place for the two way flow of information where children attend several settings to ensure that practitioners from each setting regularly share the child's development and learning records and any other relevant information

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded due to the effective implementation of policies and procedures and staff clearly know the steps to take in the event of a concern. Staff conduct detailed risk assessments of the premises and outdoor areas and clear health and safety practices ensure children's safety and well-being are maintained at all times. The staff demonstrate a strong commitment and capacity towards improving outcomes for children and recommendations from the last inspection have been addressed. Children are now given opportunities to serve themselves at snack time, which promotes their independence skills and supports their learning and development. All staff, parents and management are involved in the effective self-evaluation process, which leads to continuous improvement and enhances outcomes for children further.

The well-equipped and imaginatively resourced environment, both indoors and outdoors, is managed very well and staff are deployed effectively and efficiently. Equality and diversity is promoted well throughout the setting and is an integral part of its ethos. Rich and varied multi-cultural resources enhance children's understanding of the wider community and help them to understand different cultures, religions and people.

Partnerships with parents and carers are effective and everyone is warmly welcomed into the setting. Children's 'learning journeys' are shared with parents and carers at parents meetings and comments about their children's development are encouraged, valued and acted upon. Parents comment positively about the setting and are particularly happy with the progress their children have made in relation to their personal and social skills. There are good links with local authority support and the company regional quality advisor for quality assurance programmes. Staff make good links with the local primary schools, but as information is sought informally, systems are not fully effective in ensuring continuity of care and learning.

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

Staff demonstrate their secure knowledge of the learning and development requirements and have a comprehensive understanding of how young children learn and progress. As a result, outcomes in children's progress, achievement and well-being are significantly enhanced. Staff plan the environment and activities in response to close observations of children, which ensures that their individual needs are effectively met. Children enjoy playing in a highly effective organised space in which they move freely and safely to develop their physical skills. They use a wide variety of resources outdoors, such as climbing equipment, sunken tyres and swings in order to develop their climbing and balancing skills. Children effectively develop their fine motor skills through the provision of writing and

mark-making tools, scissors and jigsaws. Children are developing valuable personal, social and emotional skills as they interact and play happily with friends. They play cooperatively; for example, they share, take turns and negotiate ideas when playing in the small world area or invent their own games outdoors. Children develop their communication and language skills very well when they participate in group discussions, experiment with mark making tools and read stories. They learn about colour, sorting and size when they create patterns in dough and play a domino game.

Children explore and investigate technology equipment as they confidently complete a computer programme and use the interactive white board. Staff are committed to good quality care, which actively promotes children's knowledge and understanding of safety and healthy lifestyles. For example, children are provided with a good quality healthy and nutritious range of snacks and light meals. Staff support the children in following good hygiene procedures and teach them the importance of washing their hands before eating and after using the bathroom.

Children understand the importance of keeping safe and talk about looking after each other and being aware of strangers. Children's behaviour is good because staff consistently use positive language and encourage children to think about the consequences of their behaviour on others.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	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