

Allestree School's Out Club

Inspection report for early years provision

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Inspection date 10/02/2010
Inspector Elaine Poulton

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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

Allestree School's Out Club opened in January 2003. It is privately run and operates from St John's Church Hall in Allestree, Derby. All of the ground floor of the property including the kitchen and quiet area and the first floor hall, kitchen and the quiet room are accessible to the group. All children share access to a secure enclosed outdoor play area. Access to the building is via a car park with a flat pathway and double door entry.

A maximum of 77 children may attend the setting at any one time. There are currently 70 children from three to under eight years on roll. The setting also takes children up to the age of 14 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The School's Out Club opens five days a week during school term time only. Sessions are from 7:00am until 9:00am and 3:00pm until 6:00pm. The setting is open on the occasional teacher training inset days.

The setting employs eight staff. Of these, eight staff including the manager hold appropriate early years qualification to Level 3. Two staff hold an Early Years Degree and are working towards Early Years Professional Status. One member of staff is working towards an Early Years Degree. The School's Out Club is a member of Kids' Club Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have fully embraced the Early Years Foundation Stage in this out-of-school provision. They plan an extensive and challenging range of activities and observe and assess children's progress and achievements. Children make significant progress in their learning and development because they are supported by experienced and professional key workers. The staff team work successfully to create a stimulating and inclusive environment where all children are safe, secure and happy. There is a very strong emphasis on identifying individual children's needs and working cohesively with parents and other professionals to support each child in reaching their full potential. Staff make a 'three hundred and sixty degree' evaluation of the service they provide and strive to ensure they make continual improvements to benefit the children.

What steps need to be taken to improve provision further?

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

- develop further the system for self-evaluation and continually look for ways to improve the quality of learning and development for each child.

The effectiveness of leadership and management of the early years provision

The child protection procedures for safeguarding children in the setting are highly effective. Each member of the staff team demonstrates a thorough understanding of the robust processes in place. Staff recruitment and selection is stringent with a full range of clearances undertaken. All new staff and students undertake an induction programme which includes examination of the policies, procedures and permissions. All detailed information is recorded and stored on a secure database. The majority of staff are qualified to degree level and others qualified to at least Level 3, thereby exceeding the minimum requirement. There is a named deputy to take charge in the absence of the manager. Comprehensive risk assessments are undertaken with additional annual checks. This promotes the welfare and safety of all children.

Partnership with parents is outstanding. Each child and their family is highly respected and valued by management and the staff team. There are open and respectful relationships fostered with parents, carers and other professionals to meet individual needs and support each child to achieve and enjoy their early years learning experiences. Staff acknowledge that working in partnership impacts positively on children's attainment. They show a genuine enthusiasm and enjoyment of their work and are supported in identifying training needs and encouraged to hone their skills and knowledge. As a result, staff take pride in sharing new ways of working and exploring and updating good practice initiatives. For example, a comprehensive safeguarding procedure has been developed and implemented and the setting is to take part in an inclusion project organised by the local authority.

The manager and the staff share a clear vision for the future of the group. The self-evaluation process is exceptionally well developed and utilised to identify key priorities for continued improvement. For example, to implement the inclusion programme; to widen resources and activities and to improve further the level of communication with reception teachers to benefit children in the Early Years Foundation Stage. This positive attitude to self-assessment will assist the setting to continually look at ways to improve the quality of the service provided.

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

Children are eager to attend and make significant gains in their development and learning. Staff know the children and their families exceptionally well. Extensive background information is shared and discussed with parents and carers in order to build a clear picture of each child's needs and skills. Where additional needs are identified, staff explore various strategies to include every child. Children's individual Early Years Foundation Stage 'learning journeys' or interactive profiles, are used by children, parents and the key person to plan activities to enrich the child's time spent at the club. There is an effective system in place to monitor and evaluate the effectiveness of the activities provided to accurately chart younger

children's progress and achievements towards the early learning goals.

The setting has an excellent range of equipment which reflects diversity and children are encouraged to make choices and decisions. Staff skilfully engage with the children by talking to them and encouraging independence. For example, younger children access the toilet, manage their clothing and wash and dry their hands. Older children understand the need to keep safe and learn to assess dangers and personal risk. For example, they take responsibility for their own and others' safety through activities such as cooking.

'We care and want to do something' is the children's motto and this is clearly demonstrated through commendable group efforts and a range of undertakings. For example, children are involved in recycling projects, caring for other people in the community, looking after the environment and raising awareness of endangered species of wildlife. They sponsor a polar bear and make craft items to sell to raise funds for children in hospital and for charities such as Children In Need and Comic Relief. Plans are in place to promote a festival night to support a disaster appeal. Children put forward ideas to make and sell items, provide cultural foods, arrange music and dance, to decorate the hall and invite the community to become involved in this special fundraising venture.

Behaviour is managed effectively as children follow the positive role models. Staff are consistent and fair when encouraging children to share, take turns and children work together cooperatively. Children help devise their own behaviour rules, meal time rules and anti-bullying campaigns. They show an excellent understanding of the boundaries, routines and expectations of the group. Initiatives such as the group's 'buddy system' promotes positive role models, combats bullying and helps new starters feel welcome and included. Rewards systems such as praise, stickers and team points are used successfully to help children learn what behaviour is appropriate and acceptable.

Children's health and well-being is fully endorsed by the clear routines they follow with familiarity. They access physical activities and fresh air each day. Staff promote, inform and encourage healthy eating and they praise children who choose to eat healthily. There is an abundance of literature and resources available to inspire children to learn about healthy living. For example, through discussions, posters, displays and cookery books. Children also take an active part in planting, tending and growing plants, seeds and bulbs. For example, a wide range of organic vegetables, salad items, soft fruits and flowers are grown and when harvested are used in group activities.

Space within the setting is exploited to the maximum indoors and outdoors. Children can choose their favourite activity such as imaginative play and reading books in the quiet area, floor play with small world resources such as diggers, tractors and farm animals, table football and access to computer technology. They have high levels of achievement and demonstrate that they are developing skills that will assist them in the future. Children are able to move freely between activities and play side by side with their peers.

The setting gives children frequent opportunities to voice and express their

opinions and ideas. There are children's team meetings and a children's planning board that gives staff ideas of what current interests the children have. The team then use this to plan pleasurable opportunities for children to learn new skills and talents. For example, 'Allestree's got talent' and 'The gardening project' which helps children to widen their knowledge and understanding.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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