

Tideswell After School Club & Holiday Club

Inspection report for early years provision

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| Unique reference number | EY232591 |
| Inspection date | 09/11/2009 |
| Inspector | Tara Street |
| Setting address | Bishop Pursglove C of E (A) Primary School, St. Johns Road, Tideswell, Buxton, Derbyshire, SK17 8NE |
| Telephone number | 01298 871282 + 07792075486 |
| Email | |
| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tideswell After School Club & Holiday Club is run by a voluntary committee. It opened in 2002 and operates from designated rooms within Bishop Pursgrove Church of England Primary School in Tideswell, Derbyshire. It serves children who attend the school and those who live in the village of Tideswell and the surrounding areas. There are no issues which may hinder disabled access to the premises. Children have access to a secure enclosed outdoor play area. A maximum of 24 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 to 11 years. The after school club is open Monday to Thursday from 3.30pm to 6.00pm and on Fridays from 2.40pm to 6.00pm during term time only. The holiday club operates Monday to Friday from 8.00am to 6.00pm depending on demand.

There are currently 28 children on roll, 13 are under eight years and of these two are within the Early Years Foundation Stage. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the two managers, who work directly with the children. All of the staff hold appropriate early years and/or playwork qualifications. The club is a member of the '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club routinely meets the needs of all children through recognising their uniqueness and provides an inclusive, welcoming and caring service. Children make confident progress in their learning and development and enjoy their time in the setting. Those in charge work in close partnership with parents and early years professionals to ensure that children's learning and welfare needs are met. The management committee and staff are conscientious in overseeing and evaluating the work of the club to ensure the continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- update policies and procedures to ensure they are fully in line with the Statutory Framework for the Early Years Foundation Stage
- ensure records of staff suitability consistently include the unique reference numbers of Criminal Records Bureau Disclosures and the date on which they were obtained
- provide more regular opportunities for children to access and develop their

skills in using information and communication technology.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively and daily safety checks are completed before children use any of the play areas. Children benefit from a high adult to child ratio and receive close individual attention from staff. Inclusive practice helps to ensure that all children feel welcome and valued and equality for all children is consistently promoted and any issues addressed. Record keeping documents, policies and procedures are in place to guide staff practice. However, these have not yet been updated to ensure they fully reflect the Early Years Foundation Stage requirements. Staff have a good knowledge of current procedures for safeguarding children and have a clear understanding of their roles and responsibility. Staff members are well qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. However, records of staff suitability do not consistently include the unique reference numbers of Criminal Records Bureau Disclosures and the date on which they were obtained. Staff provide a welcoming environment in which children can choose to relax or be active, with access to a good range of well organised resources.

Regular visits to the setting by committee members, along with meetings with staff ensure that the quality of the provision and outcomes for children are evaluated conscientiously through clear self evaluation processes. As a result, the managers and staff are aware of the strengths and areas for improvements within the setting and this has a positive impact on children's welfare and learning. Future plans are well targeted to bring about further improvement to the provision. Parents and carers are provided with clear written information about their children, activities that are planned and forthcoming events. This is enhanced by daily informal discussion with staff, which keeps parents informed about what the children have been doing and the care they have received. There are clear links with other early years' practitioners and as a result continuity of care and learning for individual children is good.

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

Children are relaxed and show a positive attitude to learning. They are happy, confident and well settled in the setting. Children have the opportunity to enjoy a broad range of planned, themed and free choice activities. Interactions are good and staff are proactive in enabling children to express themselves, experiment and explore. Good planning of activities has a clear focus on children's interests and developing social awareness. Staff observe children as they play, using their observations to ensure that each child's needs are being met and to plan the next steps in their learning. The well organised environment enables children to become independent learners which develops their confidence effectively. They make many

choices, initiate their own activities and play imaginatively with the resources available. Children experience regular opportunities to enjoy mark making using a variety of different resources. As a result, their imagination and creativity are effectively supported and promoted.

Children work well together, for example, sharing their knowledge of number and shape to resolve problems of design when constructing dough models or when building with construction materials. The staff have a sound understanding of creating a safe and welcoming environment in which risk is minimised and children learn to take care of themselves. For example, children clearly understand why they wash their hands as they talk about how this 'gets rid of germs' and have ongoing discussions with staff about how to keep themselves and others safe. Staff make good use of the identified outdoor play areas to promote the children's confidence and to enable them to enjoy a range of experiences. For example, children enjoy playing running games and using small sports equipment to practise throwing and catching skills. Their knowledge and understanding of the world around them is effectively promoted through their involvement in a range of activities which look at different celebrations and cultures. Children experience suitable opportunities to access information and communication technology to support their learning, such as accessing the schools computer suite. However, some opportunities for children to explore technology such as battery operated and programmable toys are limited. Staff's support for the children's learning and the way they differentiate activities to make them challenging and achievable for each child, ensure all children make good progress and develop the skills needed for their future success.

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

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| 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

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

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| 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