

Marsden After School Club

Inspection report for early years provision

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Inspector Janet Skippins

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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

Marsden After School Club was registered in 2001. It operates mainly from a church hall within walking distance of Marsden village, although the group is also registered to provide care from the dining hall and community room of Marsden Junior School at times when access to the church hall is restricted. It serves the local area, collecting children from Marsden Junior School and Marsden Nursery and Infant School, where the playground is used to provide outdoor play. The club is registered on the Early Years Register. A maximum of 32 children may attend the club at any one time. There are currently nine children in the Early Years Foundation Stage (EYFS) age range on roll, as well as older children on both parts of the Childcare Register. The club supports children with special educational needs and disabilities. It is open each weekday from 3.10pm to 5.45pm during term time. There are eight members of staff who work directly with the children, four of whom hold relevant playwork qualifications and one who is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the out-of-school club and benefit from a warm and welcoming environment. They are making good progress towards the early learning goals and their welfare is promoted well. However, the system for recording observation and assessment of children's progress is in development. The provider is able to assess the setting's strengths and weaknesses, and has a positive attitude to improvement, although the self-evaluation is in development. All documentation for the safe and efficient management of the setting is in place. Parents have a high level of involvement with the club. There are generally good links with others, but these are to be extended.

What steps need to be taken to improve provision further?

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

- continue to develop the system for recording observations and assessments of children's learning
- continue to develop the system for self-evaluation
- develop the partnership with schools to include sharing information about children's learning and development.

The effectiveness of leadership and management of the early years provision

The manager and staff have a very good knowledge of safeguarding children. There is a clear, highly comprehensive policy in place and the club works well with parents, ensuring that the welfare and protection of children are a high priority.

Staff vigilance ensures that visitors are closely monitored and adults working with children are suitable to do so. The premises are very safe because detailed written risk assessments are used daily. All children show a strong sense of security and feel safe within the setting. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. They are very safety conscious, for example, they demonstrate their understanding of road safety when walking to the club from school. They are familiar with the routine of wearing high-visibility jackets and walking in pairs, holding hands. They know they must cross the roads safely with the help of staff and wait at the other side for all the children to assemble before they start walking again.

The setting runs very smoothly on a day-to-day basis, with staff having a clear understanding of their roles and responsibilities. Resources are used well to ensure the children have all the equipment they need. Consequently, all the areas of learning are covered continuously. The stimulating environment helps children progress well towards the early learning goals. Staff have gained knowledge and understanding of the Early Years Foundation Stage through attending training. They put this knowledge into practice by planning an excellent range of stimulating activities which are based on children's interests. This results in the children showing a positive attitude to joining in the play activities, and having good levels of achievement in relation to their starting points and capabilities. However, the club is developing systems for observation and assessment of the children's progress, by trialling different methods. This means that there are some observation and assessment records which show how the children are progressing. The club is committed to working in partnership with others and has a good relationship with the schools children attend. Information regarding children's welfare is shared verbally when children are collected. However, there are no systems in place to share information about the children's learning and development at school so that activities can be continued and extended at the club.

There are highly positive partnerships with parents. Relationships of mutual trust are maintained because parents are made to feel welcome when they bring their children to the club. Some parents join the management committee. Parents say they are very happy with the club. They say they find the staff very approachable, caring and kind. They complete questionnaires which are compiled into a very clear summary, and the points made are acted on. These show some parents have requested that the club extends to provide holiday care and the managers and committee have set up a working group to look at the feasibility of this.

At the last inspection recommendations were made. The club was asked to implement a system for staff appraisal and this is now in place, so staff training needs are recorded and their performance is monitored. Also, evidence was to be retained to confirm all members of staff were subjected to a vetting procedure which included a Criminal Record Bureau check. There is now a system in place for this, which enhances the safeguarding of children. The club is starting to use a formal self-evaluation system; however, this is in the early stages. The staff and committee are aware of the strengths and weaknesses of the club. For example, they are working on the development of the observation and assessment records.

They show they are committed to continuous improvement by taking steps to look at the feasibility of extending the club's operating times to provide a holiday play scheme. The staff also attend many relevant training courses to ensure their knowledge and skills are up-to-date.

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

Children are confident and learning independence and social skills. They are well-motivated, very happy and settled in the club. The environment is well organised into clearly-defined areas and the children have ample space to move about freely. They are able to self-select from a good range of toys and resources. Children stay healthy because they have the opportunity to play in the school playground as they walk to the club. The children develop their physical skills by using equipment such as skipping ropes and bats and balls indoors. They also enjoy taking part in organised physical activities, such as stretching and games like 'Simon says' on a daily basis.

Children enjoy choosing very healthy snacks from a wide range of food, such as sandwiches, cereals, beans on toast, fresh fruit and vegetables, with well-diluted, sugar-free drinks, milk or water. They demonstrate a very high level of understanding of healthy lifestyles when they explain which foods are healthy and which are not, while using play food in the home corner during role-play activities. They confidently tell staff how harmful sweets are to their teeth and say they must brush them to keep them clean. Children make a positive contribution to the running of the club and develop skills for the future. For example, they take part in cooking activities at least weekly when they prepare food, for example pizza, which they eat for their snack. They clear their plates without prompting and take turns to dry the pots. They also take turns to collect the high-visibility jackets and store them in a bag when children arrive at the club. Children behave well and learn to keep themselves safe by following the ground rules they have written themselves. Staff watch the children closely and notice if they are particularly kind to others. They make them feel special by displaying their name as the 'star of the week' and giving them a small prize.

Children have high levels of concentration and spend long periods working independently on creative craft activities like making Christmas cards from recycled ones. They confidently use scissors, glue and spreaders, then write on their finished card. They have also used recycled compact discs to make attractive decorations, which they have used to decorate a tree which will be part of the community Christmas tree festival. They also benefit from taking part in very interesting adult-led craft activities, such as felt making and basket weaving, using natural materials like wool and willow. They have worked as a group to produce an attractive wall hanging of a snowman made from felt. The children enjoy daily circle time, which provides a very valuable learning experience and raises children's confidence. They know they must listen quietly as each child gets the opportunity to share something. This ranges from showing the group an item such as a toy brought from home, singing a song or telling a joke, to doing a dance. The children can simply choose not to participate by saying 'pass', but they are patient

while the others take part. Children can rest and relax and look at books or watch television in a comfortable area. Staff have loving and caring relationships with the children, who form strong attachments to adults and other children within the club. Staff spend time listening and talking to the children and supporting them, and they provide a good balance of adult-led and child-initiated activities.

Children develop their problem-solving, reasoning and numeracy skills by taking part in activities like baking and making dens, during which they work out how many cloths they need to cover the table so that they can hide underneath it. They learn about people from different backgrounds by using the informative posters with staff members to stimulate discussions. They also use resources, such as books and dressing-up clothes, and celebrate festivals from around the world. Children welcome visitors to their club. They carefully handle owls when the owl sanctuary visited. They are highly involved in their local community and take part in celebrating the many village festivals. They made a scarecrow from recycled materials for the scarecrow festival and are proud of their work as the scarecrow is now in use in a local farmer's field.

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

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	1
The extent to which children adopt healthy lifestyles	1
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