

S4YC Out of School Club

Woodlands County Junior School, Eddisbury Road, Whitby, ELLESMERE PORT, CH66 2JT

Inspection date	05/11/2014
Previous inspection date	30/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is consistently of a very high quality, often inspirational, because staff use skilful questioning techniques to encourage children to think critically and creatively in their learning. As a result, children are enthusiastically motivated and very eager to learn.
- Staff provide a rich variety of challenging activities in an exciting and extremely stimulating learning environment. This results in children who are actively involved in their learning, making excellent progress.
- Management and staff provide a highly effective secure, safe environment, so that children feel safe in their care and build significantly strong attachments.
- Children's emotional well-being is given a high priority from the outset. As a result, they are happy, settled and confident to explore their environment, preparing them extremely well for the next stages in their learning.
- Partnerships with parents are prioritised and highly valued by the management team. As a result, opportunities for parents to share information about their children and to become actively involved in their children's learning are promoted continuously.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed play activities and staff interaction with children both indoors and in the outdoor environment.
- The inspector held discussions with the management team, staff and children during the inspection.
- The inspector undertook a joint observation with the management team.
- The inspector examined a representative sample of children's records, policies and procedures and safeguarding children documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Patricia Pickens

Full report

Information about the setting

S4YC Out of School Club opened in 2009 and is privately owned by S4YC Limited. It operates from two separate halls in Woodlands County Primary School, in Whitby, Ellesmere Port. The out of school club serves the immediate locality and also the surrounding areas. The club opens five days a week Monday to Friday from 7.45am to 8.50am and 3.10pm to 6pm during school term time, and from 8am to 6pm during school holidays. Children attend for a variety of sessions. Children have access to an enclosed outdoor play area. There are currently 195 children on roll, of whom 40 are in the early years age range. The out of school club supports children with special educational needs and/or disabilities. There are currently 14 staff working directly with the children, of whom 11 have an appropriate early years qualification at level 3. The manager holds Qualified Teacher Status. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider enhancing the already excellent partnerships with other Early Years Foundation Stage providers by disseminating high quality practice, which reflects the highest aspirations for all children's safety, well-being and learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are enthusiastic, highly motivated explorers of this fun, exciting, out of school club. They are confident learners who are able to solve problems and make decisions to develop their own ideas, to try new things and take risks to succeed. The quality of teaching is consistently of a very high quality. Children are supported by staff who value their opinions and ideas, that activity planning is varied and changed by the children themselves. This leads to exciting, challenging and interesting play experiences for all children. For example, children express their interest in making fireworks to celebrate the festivity of Bonfire night, and make intelligent links from real life events to their play. An absorbing activity follows as children gather around the art tables and excitedly listen to each other's stories of how they will celebrate with their families. They agree, 'we like noisy fireworks the best,' and become instantly engaged in creating a large firework scene, and individually designed cardboard fireworks. They select various sizes, shapes, textures and colours of materials. Children are busy exploring ideas, using mathematical terms to convey if more or less is needed, to cut long or short, to draw circle or square, as they discuss the dimensions of each new creation. Interaction between staff and children is inspirational as they learn new words relating to fireworks, such as, rocket, projection, lighting a fuse and explosion to their vocabulary. Children are busily absorbed in their task

and enthusiastically embrace the challenge of where adults need to place fireworks to gain the greatest projection. They ask 'Why do rockets need to be standing in a bottle?' and 'What causes an explosion?' Children discuss firework safety with staff and share ideas, solve their own problems and find successful solutions about how to keep safe on Bonfire night. Children are well motivated, very eager to join in and consistently demonstrate their ability to be creative, think critically and sustain their thinking over a period of time. Staff value children's achievements highly, taking time to allow each child to design, create and find enjoyment in the process. Staff praise children's efforts as they proudly display their artistic creations to parents and friends.

Exceptional educational programmes have depth and breadth across all areas of learning enhanced by a range of innovative resources to create stimulating, exciting play activities for children. Staff have very high expectations of children. Using their expert knowledge of the areas of learning and a clear understanding of how children learn, they provide rich, varied and imaginative experiences for the children. Playrooms are colourful and inspirational, and children are fully involved in initiating their own play experiences and organising resources, supported by staff who value children's preferences and interests. There are separate areas of learning, enabling children to move independently between activities. Staff have designed and created a cosy room for the younger children, filled with wonderful additional resources to bring a sense of home life experiences, with dressing up and small clusters of chairs and tables for children to relax after a busy day at school. In the quiet area, there are a rich variety of books on display, enhanced by puppets and soft toy characters from familiar stories. Factual books and tablet computers complement children's cultural language and enrich children's understanding of the world.

Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. For example, children's individual progress is consistently shared with parents using innovative technology, which enables parents, staff and teachers to moderate assessments exceptionally well. This ensures all children, including those with special educational needs and/or disabilities, are progressing exceptionally well towards the early learning goals and any gaps are closing rapidly. Children are working comfortably within the typical range, with many exceeding levels of development for their age. Communication and language development is effectively supported through songs, stories and literacy. This promotes their personal and emotional development at an early age and strengthens attachments with adults. Children are supported in their learning continuously by an exceptional assessment programme agreed between the school and the club. They work daily with teaching assistants, who use their knowledge and understanding of individual children, to support them consistently as they play alongside them at the club. This ensures high quality seamless provision for children. In this way, they are developing an excellent level of confidence and independence in key skills and are exceptionally well prepared for their next stage of learning.

The contribution of the early years provision to the well-being of children

Staff are highly skilled and sensitive in helping children of all ages form secure emotional attachments, they provide a strong base for helping them develop their independence and ability to explore. Right from the start, settling-in procedures for new children are extremely well embedded and effective through discussions with parents to meet individual family needs. Parents are very complimentary about the high level of care staff provide. They say, 'My children adore coming here, they love spending time at the club.' Parents say 'To know my child is safe, secure, inspired and happy from the moment I leave them at breakfast club, throughout the school day, to collecting from the club in the evening is invaluable to our family.' Children demonstrate they feel a strong sense of belonging and security in the club. They are actively encouraged to develop independence and to care for their environment. Children are supported in keeping themselves and others healthy by learning to address their own personal needs. For example, they are supervised in the safe use of the toilets and are encouraged to wash their hands. This promotes well-being and limits cross-infection, instilling a healthy lifestyle for children. As a result, they develop self-help skills of independence and confidence in caring for themselves and others appropriate to their age and level of understanding.

Children increasingly show high levels of self-control during activities and confidence in social situations. For example, during snack time, children serve themselves a choice of savoury crackers or wraps, and fill these with carrots, cucumber and spicy dips. They pour drinks, lay tables and are proficient in the use of social manners. Established routines ensure children form happy, secure attachments with staff and each other. Staff model and consistently give clear guidance on expected behaviour, providing secure boundaries for children. As a result, minor conflicts are minimised, strengthening relationships amongst children and their peers.

Children are developing an excellent understanding of how to manage risks and challenges relative to their age. In the outdoor play area before snack, children enjoy vigorous play in the fresh air. In this way, staff actively promote physical development and a healthy lifestyle. There is a highly stimulating environment with child-accessible resources that promotes learning and challenge for children both in and outdoors. Children run and chase each other, climb and balance on outdoor play equipment. They play football and sports, challenging one another in a light hearted, competitive way. Children are busy in their play, laughing and learning together, moving excitedly from one activity to another. Children's safety and safeguarding is central to everything staff do. They effectively support children's growing understanding of how to keep themselves safe and healthy. Tall, secure fencing and locked gates enclose the gardens. A variety of mature trees provide natural shade from direct sunlight, encouraging children to sit in small social groups to forge lasting friendships with their peers. In this way, children are extremely well prepared emotionally and socially for the next stage in their learning journey, enhancing the skills they learn in school.

The effectiveness of the leadership and management of the early years provision

The pursuit of excellence in all management team activities is demonstrated by an uncompromising, highly successful and well-documented drive to strongly improve

achievement for all children over a sustained period of time. The safeguarding and security of children are a clear priority for the management team who, since the last inspection they have taken measures to ensure rigorous attendance records are in place. Risk assessments, both indoors and outdoors, are in place daily to ensure children are safe and secure at all times. They are able to demonstrate an excellent awareness and understanding of potential harm to children, and confidence in dealing with any potential safeguarding issues or causes for concern. Children's behaviour shows they feel safe in the out of school club, as they share concerns with staff with ease. Visitors are challenged and their identity checked. Security arrangements and effective procedures are in place to ensure children's safety. For example, the children's transitions from school are supervised by staff and are managed exceptionally well. One classroom is utilised as a quiet room and there is a reception area for children arriving to a very warm welcome. Staff maintain close supervision of children in the wider outdoor environment, and ensure they leaving the premises are collected by parents or authorised adults.

The management team have an excellent understanding of their responsibilities to ensure that their provision meets the safeguarding, and welfare requirements of the Early Years Foundation Stage. They are inspirational leaders, who have a clear view of how to drive forward improvements for the benefit of children entrusted to their care. For example, an astute and targeted programme of professional development has been put together by the management team and teachers, to moderate areas of learning and assessment of children. This ensures staff are constantly improving their already first-rate understanding and practice. A high quality professional partnership has been created to enhance parents' knowledge and understanding of their children's learning, with the introduction of innovative technology. This results in children making excellent progress, because of the high quality of teaching and learning experiences they receive from teachers and staff; who are highly enthusiastic and committed to achieve outstanding performances in all areas. Children's needs are quickly identified and exceptionally well met through highly effective partnerships between staff, parents, teachers and external agencies. This means that children are effectively supported in their learning. The management team are keen to share the excellent practice of the out of school club with other early years providers, so that they take responsibility for disseminating the very best practice to others.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY398639
Local authority	Cheshire West and Chester
Inspection number	874067
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	195
Name of provider	S4YC Limited
Date of previous inspection	30/03/2010
Telephone number	01513382260

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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