

Cygnets Out Of School Club

Inspection report for early years provision

Unique reference number

EY364294

Inspection date

04/04/2011

Inspector

Steve Rigby

Setting address

Mayflower Primary School, Station Road, Bawtry,
Doncaster, South Yorkshire, DN10 6PU

Telephone number

01302 714705

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Cygnets Out of School Club was registered in 2007 and is privately owned and managed. It operates from a classroom within Mayflower Primary School in Bawtry near Doncaster. Children have access to a secure, enclosed outdoor play area. A maximum of 24 children aged from three years to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 10 years. It is open each Monday to Friday from 7.45am to 9am and 3.30pm to 5.45pm during term time for children who attend the host school only. A holiday club is also available depending on demand.

There are currently 32 children on roll. Of these, 27 are under eight years and of these, five are within the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff who work directly with the children. Of these, one holds a National Vocational Qualification (NVQ) at level 6, three hold an NVQ at level 4 and three hold an NVQ at level 3, all in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children have developed close and considerate relationships with the staff and their peers. Staff work together well to implement an appropriate range of activities and experiences which cover most areas of learning. An inclusive approach to learning helps children to develop confidence and enjoy their time in the setting. Staff meet children's individual developmental needs appropriately and good safeguarding policies and practices are well established. Overall, relationships with parents, carers and other early years professionals are positive and valued. While the setting shows a satisfactory capacity to improve and staff are aware of the importance of self-evaluation to identify strengths and areas for development, this is not yet fully developed.

What steps need to be taken to improve provision further?

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

- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children
- develop further opportunities for children to develop their understanding of people's similarities and differences by providing a variety of resources reflecting diversity.

The effectiveness of leadership and management of the early years provision

Children are supervised by a caring and well-trained staff team who are aware of their responsibilities and designated roles. Staff have a good understanding of the setting's safeguarding children procedures, which helps to protect children from possible harm and neglect. Robust vetting and recruitment procedures ensure that all adults employed are suitable persons to work with children. The premises are secure and safe and there are good procedures for safeguarding children on arrival and collection. Risks and hazards are kept to a minimum with regular risk assessments being undertaken to keep children safe.

The setting recognises the importance of self-evaluation and identifies its strengths in promoting positive outcomes for the children. However, these processes are not yet sufficiently developed to effectively identify and support priorities for development that will improve the quality of provision for children. The recommendations made at the last inspection have been satisfactorily implemented. Resources are appropriately deployed and inclusive practice is encouraged to ensure equality of opportunity for all children.

Partnerships with parents, carers and other early years professionals are satisfactory. Informal systems to exchange information on a daily basis with school staff ensure continuity of care and learning for children. Conversations with parents and carers are positive and children's learning is shared on a regular basis. Comments from parents include 'I like the way the children are treated as individuals'. The setting provides some helpful information through regular newsletters and an introductory leaflet.

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

On arrival children self-register and settle quickly in the relaxed environment. They are confident in taking part in an appropriate balance of adult-led activities and those that they select for themselves. Staff are positive and welcoming. Children who are engrossed in drawing a picture of themselves take time to say how much they like and enjoy coming to the setting. Good relationships are in evidence, with staff working alongside children and encouraging them in all aspects of their play. For example, children chatter excitedly when staff play a board game with them. Other children become immersed in an imaginary world when playing with a large dolls' house while a group of older children work collaboratively, sharing small construction equipment and making models. Children's learning is monitored appropriately with staff recording observations linked to the Early Years Foundation Stage framework. This ensures that the youngest children's achievements are used to inform future planning, enabling them to make satisfactory progress.

Children are well behaved and respectful towards one another. Older children are caring and considerate towards the younger children and are willing to share, allowing all children to feel included. Children use language appropriately to

communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. As a result children gain valuable skills for the future. Books and resources are in good condition and accessible. However, opportunities for children to develop their understanding of people's similarities and differences by providing a variety of resources reflecting diversity are less well developed.

Children are developing an appropriate understanding of the benefits of a healthy lifestyle. They are aware of the hygiene rules and why they are important because staff regularly discuss these with the children. Snack time is a sociable experience valued by the children. Staff work closely with parents to ensure that they are aware of any allergies or special dietary requirements. Children enjoy using the outdoor area and a range of equipment is available to enable them to join in energetic activities. Children are developing a good sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors and the possible consequences of this. In addition children have been instrumental in creating many of the in-house rules and have ownership of them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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