

Cygnets Out Of School Club

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

Inspection date	08/05/2014
Previous inspection date	04/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children can freely access a suitable range of resources. They are involved in planning and this means resources and activities reflect their interests and preferences for learning.
- There are robust security measures in place to ensure children's safety and information is shared with parents to promote their well-being. As a result, children are protected at all times.
- Children's behaviour is managed well and there are rules and boundaries in place to promote positive behaviour. These are consistently reinforced and as a result, children are well behaved and considerate towards others.
- Self-evaluation is accurate and this means the management team have a clear understanding of their strengths and weaknesses. As a result, they can set clear priorities for improvement.

It is not yet outstanding because

- There is a very limited range of resources that promote equality and diversity and as a result, children's understanding of difference and similarity is not fully promoted.
- The club does not find out about the next steps in learning that have been identified for children in school. This means the club cannot guarantee they are always complementing children's learning in school and fully supporting their progress to achieve the targets set for them.

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 activities in the playroom and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of a parent spoken to on the day.

Inspector

Nicola Dickinson

Full report

Information about the setting

Cygnets Out of School Club was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom within Mayflower Primary School in the Bawtry area of Doncaster. The club serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The club employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The club opens Monday to Friday from 7.45am until 9am and 3.30pm until 5.45pm during term time only. Children attend for a variety of sessions. There are currently a total of 32 children on roll, of whom 16 children are in the early years age group. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to build on the resources and displays that depict people from different cultures and those with disabilities so that children continue to develop their understanding of equality and diversity
- build on the partnerships with school to share information about what next steps in learning have been set for children in school. Use this information to ensure educational programmes enhance their learning and fully support their continuing development.

Inspection judgements

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

Practitioners in the club have a good understanding of the learning and development requirements. They all hold relevant early years qualifications and this means they have the skills to support children's learning. They obtain information about children's learning in school by sharing the school newsletter. This means they can plan educational programmes that complement and build on children's learning experiences. For example, children enjoy activities based on favourite books, such as investigating and exploring. However, the developmental targets the school have set for individual children are not shared with the club. This means practitioners do not always have up-to-date information about children's achievements in school. Therefore, they cannot be certain the challenges they offer them are promoting their best possible progress. Nevertheless, practitioners monitor children's progress towards the early learning goals by completing snapshot observations about what each child has achieved. These shows that children are making steady progress in their learning.

Practitioners understand that children learn in different ways. They obtain information about children's learning from parents and by completing 'All about me' sheets with the children. As a result, they are knowledgeable about their interests and their preferences for learning. This means they can plan activities across the seven areas of learning that take into account their skills and help them to make progress towards the early learning goals. For example, children use a range of creative resources, they build using construction materials and they can access writing materials that promote their developing literacy skills. Children are involved in planning and activities are primarily child-led. This ensures resources reflect their interests and preferences for learning. For example, during outdoor play they build on their physical skills as practitioners help them to use balls and rackets. There are few resources in the club that support children's understanding of equality and diversity. Although their developing understanding is supported through discussions and some planned activities, this aspect of their learning is not fully promoted.

Through daily discussions and newsletters practitioners share activities with parents and some information about children's learning in school is shared. Parents feel their children are happy in the club because overall, the activities provided reflect those they would enjoy at home after a day at school. Partnership with the school means there are suitable systems in place for supporting children with special educational needs and/or disabilities. This ensures children's needs are fully considered. As a result, they enjoy consistency in their care and learning during their time in the club.

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

Children's safety and well-being is promoted well during play and everyday routines. They are encouraged to risk assess for themselves. For example, they learn how to use play equipment safely and they are encouraged to consider hazards during their play. As a result, they are learning how to keep themselves safe. Practitioners are good role models and they demonstrate clear expectations for children's behaviour. They help them to resolve disagreements and this ensures children receive clear and consistent messages. Children have developed their own club rules and this means they are developing a robust understanding of right and wrong. As a result, children's behaviour is good.

The club provides a relaxed, informal environment where children can enjoy time with their friends after their day at school. Secure relationships with parents and the school ensure detailed information about children's care needs is shared. Children show that they are happy and confident as they move around the setting. They demonstrate secure attachments with practitioners that promote their well-being and also strong relationships with their peers. Older children are very supportive and kind to the youngest children and they help them with tasks, such as buttering bagels at snack time. Children who attend the club also attend the school where the club is situated. This means they are familiar with the setting and the staff. As a result, they settle easily. Everyday practices, such as hanging their coats up and eating together at snack time mirror those they experience in school and this means they enjoy consistency in their daily routines.

Children can access outdoor play everyday. They enjoy the large space on the school field

to test their skills and try new challenges. The club has a range of resources to promote children's physical development in the outdoor area, such as balls for playing team games. This means children can make choices about their play while developing their physical skills. Practitioners are enthusiastic and actively participate in children's play. This encourages even the most reluctant children to join in. Clear, age-appropriate explanations help them to understand the needs of others and as a result, they build on the skills they need for the larger school environment. Children can choose from a suitable range of healthy snacks and this helps them to make informed choices about the food they eat. They are encouraged to develop good hygiene routines, such as washing their hands and this means they develop a good understanding of how to stay healthy.

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

Practitioners have completed basic safeguarding training to develop their knowledge of safeguarding issues. The manager is the designated safeguarding officer and this ensures there are clear lines of accountability in place. Procedures for reporting concerns about children or the operation of the club are clear. The club has appropriate insurance in place to protect children while in their care. The premises are checked daily and the club has completed suitable risk assessments for the premises. The identification of visitors is checked. Children's attendance, including when they arrive and leave, is recorded and this means ratios are maintained. Five practitioners hold a current first-aid certificate, which means they can give appropriate treatment if there is an accident to a child in their care.

When children enter the club policies and procedures are shared with parents and this contributes to promoting children's safety. The partnerships in place with the school ensure that overall, accurate information is shared with the club about children's time in school. This means practitioners can share information with parents about some of the milestones children have achieved and the activities they enjoy. As a result, children enjoy some consistency in their learning and they are making suitable progress towards the early learning goals.

The club is run by Cygnets of Bawtry Limited and all practitioners who work in the club also work in Cygnets Day Nursery. This means practitioners access a range of training to help them develop their teaching skills. The provider receives information from local authority advisors and this ensures the club is kept up to date with changes that affect the provision. The management team seeks the views of parents and children and they take their views into account when evaluating the service they provide. Overall, they have taken appropriate action to address previous recommendations and they have a suitable understanding of the club's strengths and weaknesses. They work with practitioners to address areas for improvement and this means the club is continually improving to benefit the children who attend.

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY364294
Local authority	Doncaster
Inspection number	878501
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	32
Name of provider	Cygnets of Bawtry Limited
Date of previous inspection	04/04/2011
Telephone number	01302 714705

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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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