

Arno Vale Out of School Club

Inspection report for early years provision

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Inspector Andrew Clark

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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

Arno Vale Out of School Club opened in 2008 and is run by a private company. The club operates from the hall of Arno Vale Primary School in Nottingham. It is fully accessible and supports children with special educational needs and/or disabilities. A maximum of 24 children aged from four to eight years may attend in any one session. Older children may also attend. There are currently 75 children on roll, of whom 24 are under eight years. Of these, two children are in the Early Years Foundation Stage, of whom none are in receipt of funding for nursery education. The sessions run from 3.35pm to 5.30pm Monday to Thursday, term times only. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are six members of staff. The manager and over half of the remaining staff hold a Level 3 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision meets the needs of the early years children well as it is an inclusive club and everyone, including those with special educational needs and/or disabilities, achieve well. Children are cheerful, safe and confident. The manager leads her team well and the club is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop their understanding of the use of technology in their lives
- extend resources promoting positive images of diversity.

The effectiveness of leadership and management of the early years provision

The quality of the leadership and management is good. The experienced staff work closely together as a team to ensure that resources are deployed well to meet the needs of all children in their care, including those with special educational needs and or/disabilities. The club's self-evaluation is good and leads to precise priorities for improvement. The manager ensures the process is well informed by the careful monitoring of the staff's work and the views of parents and carers. The children's views are also sought. Staff hold good levels of professional qualifications and are committed to further development. The leaders work in close cooperation with other providers and the local authority support services to ensure good quality of provision and to drive improvement. Staff have clear roles and responsibilities and contribute to the smooth running of the club. They ensure all children are engaged

in all that the club offers and equality and diversity are promoted well.

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. There are rigorous and regular risk assessments to make certain the building and grounds are safe. There are good systems for the safe administration of medication and the recording of accidents and injuries. Record keeping is of a high standard. The club has effective links with parents and carers. They receive regular information on their children's progress that staff record in their 'learning journeys'. Staff regularly gather the views of parents and use this information very well to improve the setting. A wide range of booklets and information sheets provide support and guidance on parenting issues and the development of young children. Parents feel staff are approachable and appreciate the care they show their children. The club has a good range of partnerships which contributes to the support they give children, especially those with special educational needs and/or disabilities.

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

Children develop well and make good progress in this warm and friendly club. They are well behaved because staff treat them fairly and consistently. Staff have a good knowledge of the learning needs of young children and provide a stimulating environment as a result. They make regular observations of children's activities and use the information well to plan for their future needs. There is a good balance between activities children chose for themselves and those led by adults. This makes a good contribution to the development of children's skills for their future learning and their positive attitudes. Children of all ages and abilities play and work together well. Children feel safe and cared for. They establish good relationships with adults.

Children benefit from secure outside spaces where they participate in many different activities, which promote good development across many areas of learning. The friendly enthusiasm of all adults and their full involvement in children's games and role play activities leads to good levels of self-confidence and good collaborative work.

The children's adoption of healthy lifestyles is good. The club provides a well-planned range of healthy snacks and meals during the sessions. Children suggest ideas for menus and have an understanding of a balanced diet. Water is freely available throughout the session. Staff make snack times a very friendly and social occasion, which promotes children's emotional and personal well-being, as well as reinforcing the value of healthy eating. There are well-established routines to encourage high standards of hygiene and cleanliness and children regularly participate in tidying activities. Children's physical development is very successfully encouraged through regular opportunities for climbing and playing games in the outdoor spaces. There is a quiet area where children can sit and enjoy a book. Good quality resources, such as home corner and role play activities encourage children to understand more about their world. However, there are limited resources to promote children's understanding and experience of modern

technology. Children with a special educational need and/or disability are fully integrated into the club and participate in all activities. There are good opportunities for counting and ordering numbers and to develop the skills needed for controlling a pencil and other early writing skills. The club celebrates Chinese New Year and other festivals, but there are limited resources promoting positive images of diversity. The many craft activities encourage children's creative skills and enjoyment of learning.

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	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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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	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