

Shooting Stars Out of School Club

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Shooting Stars Out of School Club has been registered since 2011 and is one of two settings registered to this provider. It operates from a cricket club in the centre of Ossett, near Wakefield.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for a maximum of 32 children under eight years at any one time, all of whom may be in the early years age range. There are currently six children on roll in the early years age group. Children attend from a variety of schools. The setting is open before and after school during term time, and from 8am until 6pm during school holidays.

There are four members of staff who work with the children, all of whom have relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is very effective and the owner, management and staff are dedicated. Very good systems are in place to monitor, support and successfully meet children's individual needs and to promote inclusion. The setting's self-evaluation is generally accurate and based on very good levels of monitoring and data. Staff are aware of strengths and weaknesses and they have a good capacity to improve. The outcomes for children and their experiences are very positive. The well-developed links with other agencies and practitioners actively contribute to good partnership working and there are excellent partnerships with parents.

What steps need to be taken to improve provision further?

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

- improve the role play area and provide further resources to support children's learning and enjoyment.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are carefully managed and understood by those who work with the children. For example, mandatory child protection training is in place for all staff, and in addition further child protection training is undertaken by managers and deputies. The owner and manager are motivated and enthusiastic, and all staff work well together; this actively contributes to consistently high standards. Monitoring and evaluation are robust, which contributes to maintaining and improving the setting's effectiveness. For example, they have been very proactive in using the self-evaluation systems to identify

areas for development, such as improving the role play area.

Children are provided with a welcoming environment where inclusive practice is well promoted and effectively reflects the wider world and the communities of those attending. For example, all children and their families have equal opportunities to be involved in the competitions and interest days which are held. Resources and equipment are suitable for their purpose, in good condition and regularly checked for any damage, and are adaptable to meet children's individual needs. However, there are only limited role play and dressing up resources, which hinders children's creativity and imagination.

The setting has developed highly effective systems of communication to ensure that there are excellent, consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the setting. For example, parents and children take part in extra activities on weekends, for example, fundraising events and an Easter egg hunt. Parents comment positively and state that they are 'really pleased with the care and activities' and about 'how much the child gets from coming here'. The highly inclusive systems of communication ensure that parents are fully included and informed about all aspects of their child's development. Good relationships are fostered with the children's schools, centres and other agencies, which has a positive impact in promoting continuity of care.

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

Children are happy, settled and enjoy their time at the setting. They are effectively monitored and supported well by staff who are sensitive and caring; this helps children to become familiar with the provision and to feel safe and confident within it. All children have very good opportunities to learn and develop, and good consideration is given to the children within the Early Years Foundation Stage to complement and support their work and play within their school settings. Children are involved in decision making and their views and ideas are highly valued. For example, they are included in and help to develop the weekly activity plans. This in turn motivates and stimulates children to participate in the activities and ensures that these are planned around children's capabilities and interests. The impact of this means children develop confidence to make choices and decisions and are self-motivated to play and learn.

There is a good balance of adult-led and child-initiated activities, taking account of children's individual interests and abilities. This results in children being creative and following up opportunities to think about what they are doing. For example, children are interested in projects that are centred around football and the Olympics. This encourages children to learn about the wider world. As a result of sensitive and supportive staff members who promote inclusive play, children show self-confidence and good levels of independence that contribute to positive attitudes towards others. Children demonstrate a confidence and familiarity with the routines, enjoy each other's company and happily chat and play well together.

Children learn well about health, hygiene and keeping safe. For example, they understand about using high-visibility vests and how to conduct themselves safely, when going to and from school. There are routines to promote the good health of children, and regular discussion encourages their understanding of what they can do to keep themselves healthy, for example, the reasons for hand washing and physical activities. Children have independent access to drinks throughout their stay and they enjoy the snacks that are provided. These include healthy options of fruit. Children are able to participate regularly in large physical play through a range of games and resources, and the promotion of free-flow to the outside play area. They have free choice and access to construction and creative activities which encourage small muscle and manipulative skills. Staff ensure children have a varied overview of the wider world through everyday activities, topics and discussions. They take part in festivals and outings; for example, they visit museums and enjoy food tasting sessions.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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