

Shooting Stars Out of School Club

Ossett Cricket & Athletic Club, Dimplewells Road, OSSETT, West Yorkshire, WF5 8JT

Inspection date	23/05/2013
Previous inspection date	16/04/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 clearly enjoy their leisure time at the club and they are developing good relationships with staff and their peers. All children are highly valued and respected. As a result, they are happy, secure and settled.
- Staff use positive techniques, such as praise and encouragement consistently. Consequently, children understand what is expected of them and have high levels of confidence.
- Staff identify children's individual interests and expand resources and opportunities to extend. Also, staff challenge children's learning and development. Children's progress, particularly in the prime areas is well supported.
- Strong partnerships are fostered with parents, schools and other settings children also attend to ensure relevant information is shared.

It is not yet outstanding because

- Snack time routines do not always facilitate some children's developing self-help skills and independence.

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 club room and outside learning environment.
- The inspector interacted with children and spoke to staff.
- The inspector held informal meetings with the provider and manager.
- The inspector checked evidence of staff suitability and the club's self-evaluation.
- The inspector looked at planning documentation and a selection of policies and procedures.
- The inspector took account of the views of parents spoken to on the inspection.

Inspector

Sue Pepper

Full Report

Information about the setting

Shooting Stars Out of School Club was established in 2008. The club was re-opened in 2011 when it moved premises. The club is on the Early Years Register and the compulsory and voluntary and parts of the Childcare Register. It operates from a cricket club in the centre of Ossett, near Wakefield, and is managed by a provider who is also responsible for another setting.

The club employs four members of childcare staff, all of whom have relevant early years qualifications at level 3. The club is open before and after school during term time, and from 8am until 6pm during school holidays. The club serves the local area. Children attend from a variety of schools. There are currently 63 children on roll, of whom 21 are in the early years age group.

What the setting needs to do to improve further

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

- enhance children's independence and self-help skills at snack time, for example, by encouraging children to be involved in preparing their own snack.

Inspection judgements

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

The before and after school club offers children good quality wrap-around continuity of care and learning through play. The staff follow the Playwork Principles to enthuse and motivate children's learning through play and ensure the prime areas of learning are well covered.

Staff know all the children well. They use the 'All about me' information and their observations of children to provide an interesting range of resources and activities. This helps to support, challenge and extend children's learning. For example, staff recognise children's growing interest in information and communication technology. As a result, they have extended the number of laptops available. When they noted a child's interest in living things, which can be found in aquariums they arranged a visit to the club of reptiles to further support this interest. Consequently, children are keen to attend the club and arrive happily and enjoy the time they spend there.

Children quickly settle and eagerly choose and initiated their own activities, which enhances their confidence and encourages them to drive their own learning. Children become engrossed in purposeful play and games. They have fun as they dress-up and

play imaginatively with friends and adults who care for them. Children enjoy role play and re-enact real life experiences as they become deeply engrossed in their imaginary play using dolls, dressing-up clothes and small world figures effectively. They have good opportunities to learn about diversity and difference through every day activities, books and trips they attend through the holiday club, such as the jungle experience at a local park.

Problem solving and reasoning skills are fostered well throughout the club. For example, girls enjoy playing memory games alongside enthusiastic members of staff. While boys develop their techniques using pool cues to accurately pot balls into the pockets. All children thoroughly enjoy free play outdoors where they have good opportunities to be physically active. They play cooperatively with their friends as they develop good coordination and master specific skills well. Older children support staff in encouraging younger children to follow the rules of games and children generally take turns well. For example, older children spin the large skipping rope as younger children enjoy taking turns to skip as they jump in and out. Children have good opportunities to practise throwing and catching balls or playing games such as football. As a result, children feel valued and their self-esteem is very well fostered.

Strong working relationships have been developed with parents and the schools children attend. Regular discussions with teachers ensure staff are aware of children's current learning and individual needs. Therefore, staff are able to complement and support children's understanding and progress well. Through observations made by staff, parents are kept informed of children's development and the activities they enjoy. Consequently, parents understand the ways the club supports their children's all-round learning through play. Children are making good progress in personal, social and emotional development. Staff provide lots of opportunities for children to play together without adult intervention. As a result, children learn to negotiate, share resources and take turns fairly, developing skills to enhance their future learning.

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

Staff create a friendly and inclusive atmosphere where everyone is welcome. Children are confident communicators and staff support their communication skills and emotional well-being well. Staff ask open-ended questions to help children think and listen carefully to what they say. As a result, children are eager to share their news and discuss every day events which are important to them. Staff provide a welcoming environment and they display children's creative work around the book corner and this further promotes children's confidence and good sense of belonging. Consequently, children form appropriate bonds and close emotional attachments with staff and as a result, warm, caring relationships are evident. For example, children eagerly throw their arms around familiar members of staff and they are happy for their friends to sit on their knees as they look at a book together.

Children competently follow good hygiene routines with minimal support and they managed their personal needs with ease. They know why it is important to wash their hands before eating and spoke confidently of getting rid of germs. The club promotes

healthy eating well. For example, a snack of pitta bread, dips and freshly cut vegetables were followed by a variety of sliced fruits, which they children thoroughly enjoyed. Children are able to quench their thirst as they can help themselves to water throughout the session. However, some children who chose to sit at the tables to wait for the teatime snack were observed to become restless. Staff quickly addressed this, however, they did not involve children or utilise their growing independence and self-help skills effectively at this time. Once staff occupied children with serving the healthy snack they gained a sense of responsibility and eagerly enjoyed a relaxed, social occasion, which provided a good opportunity for them to develop their social skills and participate in lively conversation. Children are confident to talk about healthy food choices and they know that physical exercise is good for them and it can make 'your heart beat faster'.

Children are well supported in taking calculated risks, such as using the outdoor cricket grounds for outdoor play. As a result, they are able to set their own boundaries and learn to take responsibility for their own safety. Staff teach children how to handle equipment safely, such as how to hold a pool cue safely as they walk around the pool table to decide their next shot.

Children's behaviour is generally good when they are well occupied and fully engaged in a wide range of activities both indoors and outdoors. They also receive lots of praise and encouragement and respond well to staff expectations. Staff recognise when children are becoming impatient or they need help to share and manage their feelings. They act as good role models quickly defusing any minor disputes between children by calmly addressing any issues and encouraging children to fully understand why their behaviour is inappropriate and the consequence of it. Children are actively involved in considering and writing rules, which has a positive impact on their understanding of them. Consequently, children are learning to respect and tolerate each other's differences.

Children's care needs are well met because the staff team work hard to share information with parents and the children's teachers. Key persons gather relevant information about children's individual needs and interests, enabling them to provide activities and resources which capture children's attention. As a result, children move easily between school and the club. Daily discussions with parents support a shared approach to children's progress as they are kept up-to-date about activities their children enjoy.

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

The provider and staff demonstrate a good knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The settled staff team have good working relationships and they are constantly considering ways they can further improve what they do. They are beginning to think more creatively about how they can best use the shared premises. For example, they are further developing areas where they can display children's artwork. Through self-evaluation, reflective practice and assessment the club strives to continually improve the provision for children. Previous recommendations made at the last inspection have been addressed.

Staff are committed to their professional development and those who have not already done so are keen to attend playworker training to further enhance their understanding of children's learning through play. Training is regularly cascaded to all staff. The manager is working towards attaining a higher level qualification and those with a teaching qualification and Early Years Professional Status regularly work at the club. Staff have regular meetings and appraisals. Weekly planning is flexible to meet the needs of children, to ignite their interests and ensure they achieve well and make good progress. Children's experiences at the club are positive because staff have high expectations for themselves and children.

Robust procedures are in place for ensuring staff are appropriately vetted and are suitable to work with children. Staff are deployed well to ensure they are able to supervise children at all times and promote their safety, and the premises are secure. All members of staff have undergone first aid and child protection training so they are confident to deal with any issues if they arise. Children are effectively safeguarded as staff are clear about the procedures to put in place in the event of any concerns about a child. High regard is paid to meeting the requirements of the welfare requirements. A wide range of detailed policies and procedures are in place and these contribute to keeping children safe. Risk assessments and daily checks of the premises are undertaken to make certain the environment is safe for children to play in. Those preparing food for children have a food hygiene certificate. Any accidents or incidents are recorded and appropriately dealt with. Clear procedures are in place for collecting children promptly from school. Children wear high visibility jackets as they form a 'walking bus' to and from the club and staff ensure children adhere to the safety guidelines they have all agreed to.

Staff welcome the views of parents and children and they use their ideas to improve resources and shape activities. For example, they display the children's wish list and tick off the resources as they provide them. Staff value the good partnerships they have developed with parents and all the schools they are contracted to work with. They understand the importance of partnership working. They regularly exchange information and they have worked closely on issues, such as low-level bullying to prevent this escalating. They have also forged close partnerships with the local children's centre. Parents are provided with regular informative newsletters, which actively support the sharing of children's learning at home and with the club. Consequently, parents expressed high levels of satisfaction with this popular club. They speak very highly of the staff's supportive and helpful relationships and the stimulating, well-resourced provision. For example, parents state that they feel 'children are well looked after in this safe environment where there is lots to do'.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY429874
Local authority	Wakefield
Inspection number	896417
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	63
Name of provider	Jayne Louise Frimpong-Manso
Date of previous inspection	16/04/2012
Telephone number	01924281806

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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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