

# C.C.Y.C.C. Out Of School Club

Inspection report for early years provision

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**Unique reference number** EY347566  
**Inspection date** 23/08/2011  
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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

The Christ Church Youth and Community Centre out of school and holiday club operates from the community centre in Bootle, Liverpool. It was registered in 2007 and is a community voluntary organisation that has charitable status and is run by a voluntary management committee. The club serves the local area and has links with three schools and operates a minibus pick up service. The club is accessible to all children and there is an enclosed area available for outdoor play.

The club operates Monday to Friday in term time from 3pm to 6pm and from 8.30am to 5.30pm during holiday times. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the club at any one time. There are currently 30 children attending, of whom, 12 are in the early years age group. The club also offers care to children aged over five years to 14 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities.

The club employs six staff who work with the children, all of whom hold recognised qualifications in play work at level 3. Additional staff are employed for administrative and cleaning tasks. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled and thoroughly enjoy their time at the club due to staff's enthusiasm and commitment. This supports the children to make good progress in all areas of their learning and development. The staff provide an inclusive environment where children's welfare, safety and individual needs are valued. Good secure partnerships are established overall with the link schools and with parents. The management team, staff, parents and children all contribute to the evaluation of the clubs practice and provision. This is highly effective in identifying areas to develop and improve outcomes for the children.

## What steps need to be taken to improve provision further?

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

- strengthen partnerships with the link schools and with other early years providers to promote continuity and ongoing support for the children
- develop information sought from parents to improve the identification of individual children's starting points.

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

Children's safety and well being is given high priority by the staff. The comprehensive safeguarding policy, procedures and staff training enable the staff to be well informed about protecting children in their care. Systems in place provide a clear process to report any safeguarding concerns and to support staff and children. The risk assessments are detailed and cover all aspects of the provision both inside the premises, outside and for all trips and use of the mini-bus. The club have robust recruitment and selection procedures to assess the suitability of staff who work with the children. There is an induction programme, regular supervision and staff appraisals which enable all staff to develop through further training or to extend their qualifications. The comprehensive policies, procedures and all other documentation and records are well presented and reviewed to ensure they reflect the clubs practice and other regulatory guidelines. This promotes an efficient and effective approach to the management of the setting. This includes informing staff of the challenges and targets to strive for which are reflected in the club's self-evaluation and action plan. The children through the 'children's council' fully contribute to the development of the club. The plans for the future ensure the views and needs of children, parents and others who are directly involved with the club are valued and included.

The staff aim to provide an environment that rewards, celebrates and encourages children in what they do. The staff offer a positive selection of activities, resources and images that enable children to be included and participate in the activities. Staff promote respect with all the children introducing them to different cultures and raising their awareness of diversity and disability. Children engage in different celebrations and events throughout the year. This includes food tasting and using various artefacts which children help to make which are both practical and visual activities, such as, making their own Chinese Dragon. Very good contact is made with the various support services within the community, such as, the police community support officer and emergency services. The facilities and wide range of resources and equipment are of good quality which effectively promotes the areas of learning. The children have access to these through the sessions and are able to develop their play and interests very well.

The partnership with parents is good. Staff provide parents with newsletters, displays, questionnaires and regular open days. Parents speak to key staff at the beginning and end of every session. The club publish information for parents and display photographs which show their children in their various play activities. The open session each term provides a display of the children's art work and celebrates their achievements. Staff have reviewed their relationships with parents to assess more effective ways of keeping in touch and building relationships. However, the range of information sought from parents when children register does not yet take account of the children's varied interests and what they do at home, to provide staff with more detail of each child's starting points on which to build on as they settle in. Feedback from the parent's is positive and they are very appreciative of the staff's relationships with their children and the range of activities and positive experiences provided. There are good links established with the three main schools

where children come from to the club. Clear partnerships are in place to ensure the safety of the children collected from each of the schools. However, the communication with schools and other early years providers in relation to individual children is not yet sufficiently developed, to provide a more consistent and shared approach to children's ongoing care and learning needs. The staff and children access community activities, such as, the shared healthy cooking sessions with the intergeneration club for the over fifties which is very well received by all those taking part.

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

The staff are confident in implementing the Early Years Foundation Stage. Staff plan effectively for their allocated key children in the six areas of learning. They provide a wide selection of learning opportunities which follow the children's interests and offer a good balance of child initiated and adult involvement. The key staff provide individual development files for the children which contain clear observations and identify areas to develop further. This is monitored through the planning process which tracks the children's ongoing progress. Circle time and group sharing is used to help children understand each others needs. Children participate in games that require them to work together and to listen to each other. The environment is set up to provide creative play with a range of different mediums, games and story-times, which staff resource on an ongoing basis to extend their interests and abilities. Children use computers and interactive media. Various puzzles and games enable the children to engage in problem solving activities. The role play area is what the children want it to be, such as, a travel agents where they used euros as their money. Staff provide a 'loose parts' activity which enables the children to access various selected resources. This encourages them to use their own ideas and imagination to design something from these, such as, a den. The club provides an excellent variety of play opportunities both inside and outside which encourages physical activity through participation. Staff are skilled in supporting all the children to take part and this promotes their understanding of the importance of being fit and healthy. The children have a lot of opportunities to access community activities, such as, going out with the park rangers collecting insects to observe and identify.

Children know the importance of being healthy through excellent activities provided, such as, cooking and learning about healthy foods and a balanced diet. Displays made by the children reinforce this very effectively. Children enjoy making fruit drinks for their snacks. Clear information is shared with the parents on the procedures taken when children are ill and on administering medication and recording of accidents. The staff's enthusiasm and commitment in what they do with the children is a key strength of the club. They promote excellent role models for the children which is reflected in their positive behaviour. Children are polite and are developing their skills to share and respect themselves and each other. Staff take time to discuss with the children any problems or differences they may have which enable them to develop their own negotiating skills. High priority is given to safety with the children by the staff. There are various activities and links

with the emergency services. This offers the children some hands on experience on evacuating a building safely and how to respond if a stranger approaches you. Children thoroughly enjoy their time at the club and have developed secure and trusting relationships with the staff.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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