

Callowell Club

Inspection report for early years provision

Unique Reference Number	EY265106
Inspection date	04 July 2007
Inspector	Hilary Elizabeth Tierney

Setting Address	Callowell School, Barrowfield Road Farmhill, Stroud, Gloucestershire, GL5 4DG
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Registered person	Callowell Club
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Callowell Club operates from new purpose-built rooms within Callowell School, which is situated approximately two miles from Stroud town centre. Children have access to two play rooms, kitchen area, school hall, an under-cover outside play area, forest area and school playing fields. The rooms are specifically for the use of Little Learners Play Group, the breakfast-and-after-school club.

The breakfast-and-after-school club was registered in November 2003. The Little Learners play group and subsequent development of wrap-around care registered in September 2006. They may provide care for 32 children aged from three to eight years. A total of 90 children are on roll for both provisions. A total of 39 funded children attend the play group. The breakfast-and-after-school club operate from 07.45 until 08.45 and from 15.00 until 17.45, the play group operate from 08.45 until 15.00, Mondays to Fridays during the school term. During the holidays a play scheme operates from 07.45 until 17.45, Mondays to Fridays. Children from the local area attend, and some children from other schools attend the after-school and holiday play scheme.

A team of 13 staff work with the children and cover the range of provision offered. Staff qualifications include National Vocational Qualifications at level 2 and 3. Seven staff have completed child protection training and five staff have completed first aid training. The group receive support from the Foundation Stage consultant, the area Special Educational Needs co-ordinator and from an advisor on extending provision.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good awareness regarding personal hygiene practices. Children across each setting understand the need to wash their hands before eating, after using the toilet and being outside. Staff are good role models. Children observe them cleaning tables with anti-bacterial sprays and washing their hands before preparing snacks. Paper hand towels are used by all which ensures the spread of infection is kept to a minimum. Detailed records are kept of all accidents that may occur and any medication administered to children. These are shared with parents. All written parental permissions are in place.

Children have excellent opportunities to explore and develop their curiosity during outside play. They are regularly taken to the enclosed forest area in the school grounds where they thoroughly enjoy exploring the woods, finding spiders, snails and worms. They climb trees, swing on rope swings and sit on logs. They dress up in all-in-one waterproof suits and Wellingtons suitable for the weather and exploring. Children also have a covered area where they may play whatever the weather. They use this area for water and sand play along with other activities. The school playground and fields are used extremely well. There is also an enclosed courtyard that is shared with the school children which has a planting area, blackboard, trays filled with stones and water and trays with sticks and shells. Children use this area with delight and excitement as they find snails hiding in the stick piles, and splash in the water. Children take part in a physical education session in the school hall where they learn to take off shoes and socks, and run, jump and play games as they would do when they start school.

Children learn about healthy eating through clear explanations from staff. They are encouraged to drink water regularly especially after being outside and doing any physical exercise. Water bottles are easily available, labelled with children's names and their picture for easy recognition. Snacks provided are healthy. Children are involved in preparing for snacks and enjoy the time talking with staff and each other as they eat. Staff sit with children at both snack and lunch time, this helps to encourage good table manners. Staff have a good awareness regarding children's individual dietary needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are welcomed into a bright, warm, welcoming and well maintained environment. The rooms are cheerful and decorated with displays of children's work. Children from each provision may access the good selection of balanced resources easily and freely as they play. Resources are of high quality and in good condition. The space is used effectively for all provisions, which allows all children to move confidently around the rooms.

Children are safe as they play. The staff are vigilant as they supervise the children. Adult to child ratios are good. Clear procedures are in place to ensure children are kept safe during their

time at the setting. Doors are alarmed to alert staff to anyone leaving the premises. A detailed outing procedure is in place which helps to keep children safe when away from the premises. Children are fully aware of keeping themselves safe when outside and recall safety rules they need to keep when playing in the forest area. Emergency evacuation procedures are clear and practised regularly with children in each provision. Authorised people to collect children are recorded on registration forms and any changes to parents notify staff immediately; a visitors book is used effectively. Staff from the out-of-school provision are careful to ensure that children are handed over to teachers at the beginning of school and arrive safely to the after-school club at the end of school. This helps to keep children safe.

Children are well protected. Staff are clear about safeguarding children. They have clear procedures to follow and are confident about what to do should they have a concern about a child in their care. Any records kept are stored confidentially and securely.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and thoroughly enjoy their time at the setting. Staff are enthusiastic, caring and enjoy being with the children, this means children respond well to them. Good relationships have been built between the staff and children. Resources are easily accessible for all children which enables them to make decisions and choices about their play. The balance between adult-led and free play is good. Children are free to wander between rooms as they choose their play. They take part in meaningful, enjoyable activities. Children enjoy books and stories, the freedom to play outside safely and explore, music and imaginative play. For example during the inspection children were observed enjoying the home corner that had recently been moved into the larger play room. Some dress up as police and walk round making sure everyone is all right, others pretend to sleep and put their 'babies' to bed and themselves. Then suddenly they ask the staff to make the home corner into a cave. The adult pins a sheet to the front and the children all gather inside laughing.

There are good interactions between staff and children. They support children's language skills well and use clear explanations and language when talking with the children. Resources are used well to help children learn and develop, however staff are not using the Birth to three matters framework to help them plan and assess children under three years of age.

Nursery Education

The quality of teaching and learning is good. Children are excited to learn and explore. They take great delight in all activities on offer. Staff have a sound knowledge and understanding of the Foundation Stage and the stepping stones, consequently this helps them set good challenges for the children. Although children are making good progress in all areas of learning and staff assess children's progress they do not use these observations to help them track children and plan for their next stages of learning. Staff are enthusiastic in their delivery of activities. They offer clear instructions and interact well with all children. Children have excellent opportunities to explore the outside, they regularly use the forest area to explore and investigate. They understand the rules and are well behaved in this area. They take great delight in finding bugs, spiders, snails and worms showing each other and the adult what they have found and looking through the magnifying glass. They climb trees confidently and safely with little help from staff.

Mathematical language is used by staff when talking to children during most activities. This is beginning to help children understand the concepts of taking away, adding up, shapes and patterns. Children enjoy listening to stories, they sit enthralled as a member of staff reads them a story. She starts by telling them the name of the book 'Snails and Whales', one child immediately says that rhymes. The member of staff praises the child. As the story continues children join in with all the rhymes and also manage to change the subject to where whales live and the different countries they live in. Staff use clear open questions to help children think and learn as they play. Children have good opportunities to write and make marks. All older children are encouraged to write their names on their work. Staff help those who need it. The writing table is used well during the sessions by most children.

Children take turns and share well as they play. They show care for each other and understand they should be polite to each other as they play. For example, one child in the 'den' says to another 'you kicked me', the other child says 'oh sorry'. Children's understanding about the world around them is developed well by staff. Children recall a recent visit to a farm well, they talk about feeding the calves, goats and pigs. Staff show them pictures so they may identify themselves. Children have free access to recycled materials and enjoy making models for themselves. They are able to free paint and explore textures and colours. For example, during playing with cornflour and water, children ask the member of staff to change the colour. She gets some red food colour and pours it in. Children mix this up talking about the patterns it makes as they mix. They then ask for another colour when the member of staff comes back with a blue bottle, she asks them what colour they think it will go now. Some children say purple. As they mix they express delight when the mixture turns a shade of purple.

Helping children make a positive contribution

The provision is good.

Children gain a good awareness of the diversity within the community. Resources are used well to help children understand about the world around them. The staff offer support to children with learning difficulties and disabilities and meet their needs well.

Children's behaviour is good. They understand the rules that keep them safe. They are polite, caring and respond to positive praise from staff. Spiritual, moral, social and cultural development is fostered. Children are happy, take turns and share as they play together. The staff are good role models. They are caring and show enjoyment at being with the children. They give clear explanations to children about how their actions impact on others. Staff are consistent and put the groups policies into practice effectively. Incidents and any issues are recorded, shared with parents as required. These records are kept secure and confidential.

Partnership with parents is good. Children benefit from the good relationship that has been built with parents. Parents are invited to share what they know about their child when they commence using the provisions. Information shared is good with a detailed brochure and termly letters informing parents of future activities. Verbal information is shared when parents collect their child at the end of the session. Staff share information about children's progress regularly with parents both formally and informally. There are close links to the school reception teacher and she meets parents with the play leader when children are moving on at the end of term. Parents spoken to are happy with the care provided and understand the procedures to follow should they have a complaint. The parents' poster is clearly displayed on the parents' notice board and a complaints record is in place should it be needed.

Organisation

The organisation is good.

All legally required documentation for registration is in place. The registration certificate is displayed clearly which enables parents to see the conditions of registration. Registers of all children's and staffs' attendance are kept clearly and up-to-date. Clear policies and procedures are easily accessible for all parents. Staff are not using the Birth to three matters framework to help develop activities for the younger children. Documentation is stored securely and confidentiality is maintained at all times.

Leadership and management are good. Clear recruitment and effective vetting procedures are in place and ensure children are safe when at the setting. A clear induction ensures new staff are informed about the policies and procedures. The committee support the staff and regular appraisals and staff meetings are held. Staff demonstrated a commitment to improvement. They carry out self evaluation on a termly basis and have identified clearly their strengths and weaknesses. Staff work well together as a team to ensure they are providing good care for children. They work across all provisions and know the children and their families well. However, planning of activities and assessment of children does not clearly show how staff identified them for extension or extra help.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the breakfast-and-after-school club had three recommendations. These were to ensure the behaviour statement includes an anti-bullying procedure; expand the child protection policy to include a procedure to follow in the event of an allegation being made against a member of staff and make sure there is a procedure to follow in the event of a parent failing to collect a child.

These have been completed successfully. All policies and procedures have been updated to include an anti-bullying procedure and the child protection policy now includes a detailed procedure to follow in the event of an allegation being made against a member of staff. Clear procedures for staff to follow in the event of a parent failing to collect a child are now in place.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the planning of activities further, for younger children, in line with the Birth to three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop further the planning of activities to help plan for children's next stages of learning and development.

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