

Mini Beasts

Inspection report for early years provision

Unique reference number	EY372275
Inspection date	03/11/2008
Inspector	Dinah Round / Bridget Copson
Setting address	30 Elizabeth Road, POOLE, Dorset, BH15 2DJ
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Mini Beasts Out of School and Holiday Club operates from a two storey converted house, situated in the town of Poole, in Dorset. Children have use of five play rooms, including an arts and crafts room, toilet facilities and an enclosed outside play area. Children come from a wide catchment area and attend a variety of sessions.

The club is open each weekday between the hours of 7.30 and 18.30 during school holidays. During term time children may attend the breakfast club and after-school sessions; the operating hours are flexible to accommodate children who may initially only attend school part-time. The club is registered to care for a maximum of 24 children aged from four to eight years at any one time, and children attend the club up to the age of 11 years. There are currently 41 children on roll, of these, nine children are within the Early Years Foundation Stage (EYFS).

The club operates under TOPS management, who employ an overall manager and play club supervisor, who are both qualified and experienced in child care. Additional staff are deployed from the adjacent nursery staff team when required. The club is registered on the Early Years Register and compulsory and voluntary part of Childcare Register.

Overall effectiveness of the early years provision

Children are happy, settled and have a sound sense of identity within the group. The environment is sufficiently well-planned and offers children a variety of interesting play opportunities and outings. Although, systems to assess children, link with other carers, and plan for their individual needs are not in place. Children's welfare is generally promoted and includes good practices to encourage children to develop healthy lifestyles. However, systems to monitor the provision are not fully in place and the organisation of routines does not always fully consider each child.

What steps need to be taken to improve provision further?

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

- improve organisation to ensure children are well supported at all times
- develop effective systems to link with other carers and agencies to provide consistency for children's care and learning in the early years age group
- develop systems for self-evaluation and monitoring to help identify weaknesses and implement improvements for children's welfare and development

To fully meet the specific requirements of the EYFS, the registered person must:

- develop arrangements for observations and assessments so they can be used to provide learning and development experiences that are tailored to meet

01/12/2008

children's individual needs (Organisation)

The leadership and management of the early years provision

Clear and effective policies and procedures are in place to safeguard children, although this does not ensure that high standards of supervision are maintained to further protect them. The clear systems of induction, ongoing training, meetings and workshops help to ensure staff are clear of their roles and responsibilities and support their continual development. Comprehensive recruitment and vetting procedures are followed to ensure that staff are suitable and have appropriate qualifications to work with children. Children are cared for by staff who know them well which helps children feel settled. Staff and management work together appropriately as a team to ensure children's ongoing needs are met. The in-house training team and regular meetings organised by the manager help support staff development and encourage staff to share their ideas and thoughts. Individual staff achievements are recognised and valued through the nurseries 'ABCD Awards' which promotes a positive environment for all. However, there are no systems in place to monitor and evaluate the individual provision to identify areas for improvement.

The environment is planned to promote children's independent play and learning, with a range of resources for all areas of development. However, due to the organisation of the setting, children are unable to choose freely and are not fully supported at all times. Children are valued as individuals and their sense of identity is promoted within the setting. Their ideas are respected and displayed throughout the rooms. For example, they contribute to 'places we would like to visit' and 'what we would like in our garden'.

Staff have established sound working relationships with parents to support them in meeting children's needs consistently. Parents are provided with good quality information regarding the provision to support them in making an informed choice. They are kept suitably informed through display boards and newsletters each half term. However, links with other carers and agencies have not yet been established to promote continuity of care.

The quality and standards of the early years provision

Children are provided with a range of resources and activities to support their learning and development. Staff plan activities for each holiday period, linked to children's interests and ideas, but also encourage children to lead sessions through suggesting activities themselves. The staff do not have a system for observational assessments to ensure children's level of development is highlighted and appropriate activities are provided. This is a breach of a regulation. In addition, they have not established links with other carers and agencies involved in children's care to ensure the Early Years Foundation Stage framework is delivered consistently.

Children arrive happy and are familiar with the routine and where to access things

for themselves. They use their imaginations in creative play using different craft resources and playing musical instruments and join in games. They enjoy talking about their school day, home news and discussing what they would like to do. Children have access to four separate activity rooms which provide different types of play, for example, a quiet room with soft furnishings, books and television; a music room with different musical instruments, imaginative play, puzzles and games and a games room with table top games and activities. In addition, children have use of a messy play area for art and crafts. Resources are stored to allow children easy access and free-choice. However, children do not have sufficient support or supervision to choose freely from the full range of activities on both floors. As a result, their interests and independent play are not fully promoted. Children behave well and are clear of what is expected of them. They are rewarded with stickers and certificates for good behaviour and attitudes and know it is kind to help others, take turns and share. Staff provide good role models through interacting with a calm and gentle manner and offer children lots of encouragement. Children's questions and concerns are listened to as they can post notes in 'Wally' the post box, and receive a confidential reply.

Children's welfare is promoted through the provision of a generally safe and secure environment and adequate levels of supervision. Staff support children in learning about how to keep themselves safe through road safety and helping check the garden for safety issues. Children's health is promoted well through regular activities to support their physical development and to teach them about leading healthy lifestyles. For example, they use small and large scale equipment in the outdoor play areas, and enjoy walks to Poole Park or the local library. Staff have effective systems in place to maintain a clean and hygienic environment to prevent cross-infection. Children learn about managing their own personal hygiene and the importance of healthy lifestyles through nutritious and well-balanced meals each day.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since registration there have been no complaints made to Ofsted.

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.