

Great Group After School and Holiday Club

Inspection report for early years provision

Unique reference number	146803
Inspection date	08/12/2008
Inspector	Gyatri Rupal
Setting address	Baldock Community Centre, Simpson Drive, Baldock, Hertfordshire, SG7 5DF
Telephone number	01462 896292
Email	
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

The Great Group After School Club registered in 1996. It operates from the Youth Club in Baldock, Herefordshire. The club does not have an outdoor play area. The club has sole use of the premises during the operational hours. The club opens each weekday from 15:15 to 18:15 for the after school club, term time only. Holiday Club is opens each week day from 08:30 to 18:00 during most of school holidays. The club offers 40 places for children aged four to under 12 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children attending the setting who are within the Early Years Foundation Stage (EYFS). The club has close links with the parents and carers. There are nine members of staff employed to work with the children, most of whom have an appropriate early years qualification.

Overall effectiveness of the early years provision

Children enjoy their time at the Great Group After School Club due to the welcoming environment. The staff work closely with the parents to ensure children's individual needs are met. They implement most of the club's policies and procedures appropriately to promote welfare, learning and safety for all children. They show an awareness of the need to develop their provision but do not yet effectively self evaluate with clear actions to improve the setting further.

What steps need to be taken to improve provision further?

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

- ensure children have regular access to safe outdoor play area
- develop a clear system for accurate staff attendance record keeping and managing confidentiality when keeping children's observation records
- develop links with all other settings offering provision for children in the Early Years Foundation Stage
- develop a clear system for self-evaluation and quality improvement to extend effective practice and help improve outcomes for every child.

The leadership and management of the early years provision

The staff implement many policies and procedures effectively to safeguard children's safety and welfare. For example, robust safeguarding policies ensure that children are well protected. There is a rigorous recruitment and vetting procedure which is vigilantly followed and an induction process to which the group soundly adhere. The provider has developed some systems to monitor and evaluate the provision, and to ensure that improvements are made where necessary. For example, the staff have developed a system to ask parents' and children, to give their views about the setting and what improvements they would

like to see. The management committee and play leaders are clearly aware of areas for improvement within the setting. The provider has improved the setting's practice to ensure that the recommendations made at the last inspection have been dealt with. The setting runs smoothly on a day to day basis where resources are well used, stimulating and meet the interests of the children attending. However, the setting has not yet developed an effective system to recognise the club's strengths and weaknesses, nor is there any system in place to identify actions for further improvements. Some documentation has not been implemented promptly such as staff attendance records. Confidentiality is not always maintained when recording children's observations.

The staff have established positive relationships with parents as they share daily information with them about the children's activities. This results in the children's enthusiasm and interest in all activities and the world around them. The manager is committed to improving her knowledge base and that of her staff. Staff are encouraged to attend further training and workshops to enhance their knowledge. All policies and procedures are given to staff who are asked to sign by way of confirmation that they fully understand them. The play scheme procedures are reassessed prior to the scheme reopening in the summer. The staff work well as a team and with the parents, valuing their contribution as partners in their children's learning. The parents have given complementary feedback about the setting. There are informal links with the local school to ensure that the children's special needs are met.

The quality and standards of the early years provision

Children enjoy a suitable range of activities, which generally help them progress across all areas of learning and development. The planning is flexible, responding to the children's interests and ideas. Staff securely base their planning on what children enjoy, they also gather information by talking with parents. However, they are sometimes less informed about the interests and abilities of children who also attend other settings delivering the EYFS such as local schools.

During activities, the staff support children's learning appropriately. As a result, children are keen to express their ideas through discussion, drawing and early writing. Children work well together, for example, sharing their knowledge of numbers and shapes to resolve problems of design to construct a model with Lego. Children behave well as they understand clear rules for their expected behaviour. They make decisions together for their play and devise their games rules. They competently use technology such as playing with play station. Children are developing generally healthy lifestyles, as they have healthy nutritious snacks when they come to the club from school. They have some opportunity to play sports games in the play room but they do not have access to regular outdoor play.

The staff ensure the environment is safe and welcoming for children. Children learn to keep themselves safe through planned activities and staff discussions. For example, children learn road safety rules as they walk everyday from school to the club. They understand what action to take in an emergency as they regularly

practise fire drills with the staff. Most children wash their hands before they have snacks but some children need reminding by staff. Children have a good rapport with staff as they feel comfortable approaching staff for help. Staff play games with children and help with their homework if requested by parents.

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?	3
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

There have been no complaints made to Ofsted since the last inspection.

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.