

# Ants Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY276610
<b>Inspection date</b>	11/11/2008
<b>Inspector</b>	Patricia Webb

<b>Setting address</b>	c/o St. Anthony's Primary School, Stafford Road, Wolverhampton, West Midlands, WV10 6NW
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<b>Type of setting</b>	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

Ants Out of School Club opened in 2003 and operates from two rooms in a building within the grounds of St. Anthony's Roman Catholic Primary School. It is situated on the outskirts of Wolverhampton. The setting collects and drops off school-aged children from the host school and a neighbouring school, within walking distance. Children have direct access to a secure enclosed outdoor play area. The provision is easily accessible as all areas used by the children are at ground floor level.

A maximum of 30 children under eight years of age may attend the club at any one time. The setting is open each weekday from 07.30 to 09.00 and 15.00 to 18.00, term-time only. There are currently 65 children on roll, of whom 39 are under eight years of age. The setting also makes provision for children older than the Early Years age group, which is registered on the voluntary and compulsory parts of the Childcare Register. This report does not include an evaluation of that provision, but does include the provider's confirmation of compliance with the requirements of the Childcare Register, or otherwise, at the end of the report.

The setting employs five members of staff, all of whom hold appropriate qualifications covering both Early Years and play work. The club receives support from the local authority Early Years Advisory Team.

## Overall effectiveness of the early years provision

Children's welfare, learning and development are successfully promoted in the setting, with some minor weaknesses. A strength of the setting is the approach to full inclusion and involving children directly in decision-making processes. This enables all to feel welcomed and respected. The setting provides a relaxing and enjoyable environment where children feel comfortable and settled. Planning of the activities is led mainly by the children themselves, developing a strong sense of identity, knowing this is their club. There are some weaknesses in the assessment procedures and for updating some records to reflect Early Years Foundation Stage requirements. Self-evaluation is an ongoing process within the staff group to build in key strengths and identify areas for improvement.

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

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

- develop further the assessment arrangements to reflect the Early Years Foundation Stage
- update the information sought from parents to include who has legal contact with, and parental responsibility for, the child
- maintain a record of fire drills undertaken indicating the frequency and any problems which may be encountered

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

The manager and staff are working towards full implementation of the Early Years Foundation Stage within the scope of an out of school setting. This ensures that the need for children to have relaxation and fun after the rigours of the school day is the priority when planning activities and routines. Children are at the centre of the planning as they instigate ideas and bring projects from school which they wish to continue. Staff endeavour to provide the resources and environment in which this can happen, forging a link with other providers and offering consistency for the children.

Children benefit very well from the sensitive and intuitive support offered by enthusiastic and experienced staff who confidently carry out their duties. The assessment process is not yet fully implemented to inform planning for next steps in children's progress although staff do know the children well and know what their main interests are. Children with learning difficulties and/or disabilities are fully integrated in the setting as inclusion is a key component in the ethos of the club. Parents and carers are warmly welcomed into the club. They are informed of the activities and the celebrations children have chosen to participate in. Parents are invited to share their professional roles and personal interests with the children. Some forms have not yet been fully updated to reflect the Early Years Foundation Stage, in particular, regarding the requirement to identify who has legal contact and parental responsibility.

All of the appropriate policies and procedures are in place and seen to be implemented in practice. Fire drills are undertaken with the children, although, the recording of these is erratic and does not accurately reflect the frequency of such procedures. Children's safety is a high priority. Staff are vigilant in their supervision and attention to completing risk assessments indoors, outside and particularly with regard to the walking bus arrangement. Children proudly speak about wearing their fluorescent yellow bibs so that 'everyone will know we are ants'. Children are very involved in the planning of activities within the setting. This leads to an excellent balance of adult-guided and child-initiated activities taking place as their self-esteem is promoted. The children are regularly consulted to express their views and choices as, for instance, they select new resources from a catalogue and some are involved in the club council.

## **The quality and standards of the early years provision**

Children are happy and settled in their club. Staff provide a warm welcome which is appreciated by the children, their parents and carers. Children have a positive outlook and are confident because staff value and respect them as active participants in the planning and delivery of the activities. The club council is due to be re-elected and all children have input into the setting of club guidelines and boundaries. As a result, behaviour is very good and consequently children take responsibility for their behaviour, understanding about sharing and taking turns. They build strong, friendly relationships with each other from both schools and with the adults, knowing that they are valued and respected. Where some children

require support in working within the boundaries, staff consult with each other in order to ensure that strategies used with individual children are consistently applied and sensitively managed.

The children work in small groups or in pairs for art and craft and some construction activities. They also organise themselves as they practise their acts for the forthcoming talent contest. This is linked to raising funds for Children In Need as they demonstrate a clear understanding of the differing needs of others in society in a concrete and meaningful way. Their self-esteem is very effectively fostered as their art and craft efforts are displayed around the setting and they design posters for the fund raising activities. Activities are well planned to promote their all around development, learning and enjoyment in an exciting and inspired way. For example, they speak animatedly about having examined and tried out the process for taking fingerprints, having had input in this from a parent.

Children are developing an awareness of their own safety as they know the routines for the walking bus and have had child-focused sessions in administering first aid. They enjoy healthy and nutritious snacks of fresh fruit and vegetables, crunching their carrots and eating whole fruit with relish. Children themselves express their enjoyment of their time in the club.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

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

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](http://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.