

Hardwick B & A Club

Inspection report for early years provision

Unique reference number 961777
Inspection date 14/10/2008
Inspector Gulshan Kayembe

Setting address c/o Hardwick Primary School, Steward Road, Bury St.
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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

The Hardwick A and B Club opened in 2001. It operates from the nursery in Hardwick Primary School in Bury St Edmunds. There is a secure enclosed outdoor play area and access to the larger school play areas and the school library. There is disability access to the nursery but the nursery outdoor area is on a split level with no access to the lower level for any child with mobility difficulties. The out of school club serves the local area. A maximum of 24 children between the ages of three and eight may be looked after at any one time. There are 43 children on roll between the ages of four and eight, and between two and 16 children attend the club at any one time. The setting opens five days a week during school term only. Sessions are from 07.50 to 08.50 for the breakfast club and 15.15 until 17.15 for the after school club.

There are seven members of staff including the manager. Two members of staff hold appropriate early years qualifications. Three others also have relevant qualifications. The provision is registered on the Early Years Register. Currently one child on roll is in the early years age group and attends the breakfast club but not the after school club. The provision for over fives is registered on the compulsory and voluntary parts of the Childcare Register.

A new manager is to be appointed as the current manager has recently resigned. A new management committee, with a new chairperson, has recently taken over the running of the club.

Overall effectiveness of the early years provision

The club makes good provision for children in the early years age group which enables them to thrive and develop confidence and independence. The nursery area used by the club provides a rich range of resources that are well matched to the needs of children under the age of five. Staff are very caring and look after children well. They ensure that all are included and encourage the children to play and work together. Activities are well planned and tailored to the interests of children although systems to assess progress are not yet in place. Due to the changes in management the current capacity to improve is satisfactory. The club has not yet developed an effective system to evaluate how well it is doing and what needs to be improved.

What steps need to be taken to improve provision further?

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

- develop appropriate systems for assessing children's development to inform planning of activities that will help their further development and establish a mechanism to evaluate how effective it is and what needs to improve

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

- keep a single central record of safeguarding checks for all staff and volunteers rather than relying on the records maintained by the school.

11/11/2008

The leadership and management of the early years provision

The current leadership and management of the club are in the process of significant change given the very new management committee, including a new chair. This, together with the current manager's plans to leave the club, have halted developments such as systems for self evaluation. Nonetheless, the club is generally working well and the provision and care of children are good because staff are caring, experienced, well qualified and work as a team. Good systems for daily registering of children and strong links with parents mean that the day-to-day running of the club is smooth. Links with Hardwick Primary are very good and the club is valued by the school.

Risk assessments are in place and health and safety arrangements are effective. The club now carries out regular fire drills. Policies for child protection have also improved since the last inspection and now meet requirements. All staff have undertaken training in child protection. However, the club does not maintain its own record of safeguarding checks for staff and volunteers. All staff and the chair of the management committee have had such checks undertaken and the school has a record of these.

General information is provided for parents on a regularly updated notice board and they receive letters giving information about planned activities and events. Staff discuss any issues with parents when they collect their children or, if an issue arises at breakfast club, by telephoning home.

The quality and standards of the early years provision

Planning of activities ensure that children are provided with a broad range of activities. These take account of the interests, needs and enthusiasms of children to ensure their enjoyment. The activities are carefully evaluated afterwards by staff and this provides some useful information on how popular they are with children and ways in which the activity might be improved next time. However, there is no specific mechanism for recording the progress individual children in the early years age group are making in their development. Staff know the children well and report their progress orally to parents. However, the lack of a simple but systematic way to record progress means that useful information for supporting future planning is being missed.

The outdoor area is readily available to enable flexible access to physical activities. Staff aim to spend at least 20 minutes a day outside and usually, especially when the weather is good, children have much longer for outdoor activities. The after school provision complements school work well so that children are not

overstretched after a day at school. The nursery is used for group activities, creative work and games. The library provides a useful quiet area where children can relax and enjoy books. Staff encourage children to take responsibility for themselves and for one another and to make a positive contribution to the smooth running of the club. Older children are sensitive to the needs of younger ones, enabling them to feel safe. Staff interact well with the children and listen to what they have to say. They encourage discussion and so, encourage the development of speaking and listening skills. Interactions and working with others builds up children's confidence and self-esteem and helps to prepare them for future life. The nursery setting means that children in the early years age group have good access to child-centred resources such as a wide range of construction kits, games and puzzles which support physical and creative development well.

The day-to-day care and welfare needs of children are of high quality, for example, at least two staff have first aid qualifications. Children are well supervised. This helps children to feel safe. From their in-depth knowledge of children's eating habits at breakfast, it is clear that staff keep a close eye on what children are eating and know how well they respond to different foods. Children attending the after school club are provided with healthy snacks soon after they arrive. Good eating habits are, therefore, being developed effectively as well as good hygiene such as washing hands before eating.

Annex A: record of inspection judgements

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

Overall effectiveness

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

Leadership and management

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

Quality and standards

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

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.