

Snowball Club

Inspection report for early years provision

Unique reference number 206237
Inspection date 18/11/2008
Inspector Sue Hall

Setting address Chapel-en-le-Frith C of E Primary School, Warmbrook Road, Chapel-en-le-Frith, High Peak, Derbyshire, SK23 0NL
Telephone number 07890 962529
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

Snowball Club was registered in 2000 and provides before and after school care for children aged three to 11 years all of whom attend Chapel-en-le-Frith Primary School, Derbyshire. Activities are based in the school hall and other areas, with access to a secure enclosed outdoor play area. All facilities are on one level and easily accessible. This fully supports the inclusion of children with additional needs.

The club is open from 08:00 to 09:00 and from 15:15 to 17:30 each weekday during the term and for some sessions out of term time. Children attend for a variety of sessions. While the club could cater for up to 60 children it sets a self-imposed total of no more than 32 with daily numbers usually limited to less than 28. There are currently up to 10 children aged four and five years on roll. The setting is included on the Early Years, compulsory and voluntary Childcare Registers and caters for children to the age of 11. The club currently supports children with learning difficulties. There are no children attending for whom English is an additional language.

The club is managed by a committee of volunteers and staff and is independent of the school. It employs a regular staff group of 8, at least three of whom attend each session. Five staff hold Level 3 qualifications, one holds Level 2 and two are unqualified staff. The setting enjoys an effective relationship with the local authority Early Years Partnership who help provide training and support for leaders and staff. The club is also a member of the Kid's Club Network. There are links in place with the school and other agencies to provide support for children as appropriate.

Overall effectiveness of the early years provision

Snowball Club provides well for the children who are happy to attend because there is a strong focus on activities chosen by them coupled with a warm welcome extended to all by the adults working there. Parents volunteer that they value the setting and the very friendly and supportive manner of staff. Children feed their ideas of what they would like to do through to staff, both in organised planning discussions and on a day-to-day basis. The staff provide a generally safe and caring environment although there are some concerns about how they check for and eliminate risks in a range of activities. The provision meets the different needs of the children well by promoting inclusive practice and maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that equipment, including knives, used for the preparation of food are stored in a safe manner
- liaise with school staff to encourage visitors to drive and park in areas away

- from those used by children when crossing from the club to Key Stage 2
- compile and maintain a record of risk assessments carried out, including when and by whom these were completed, in order to ensure no hazards are present
- ensure that information from checks of staff suitability is compiled in an easily accessible format and includes all required information.

The leadership and management of the early years provision

The club leader has a good understanding of what is successful and the areas for further development. There is a close and mutually supportive ethos amongst the staff which is of benefit to the children, parents and the wider community. Communication between the staff team is effective and ensures that everyone understands their responsibilities and that relevant information is shared as appropriate. The leader checks that staff are deployed effectively and that children are well supervised. This helps to ensure children are safeguarded well.

The committee is effective in ensuring that children receive a good level of care. Staff are generally well qualified, and as most work in either the local pre-school group or in school, the club liaises well with both to better meet the needs of all children. Staff are awaiting information of local training regarding provision for the youngest children in order to formalise self-evaluation into a document as the basis for further development.

The staff responded well to the two areas for improvement identified in the previous inspection. Parents now have to sign acknowledgements of all recorded incidents. The club committee now meets on a more regular basis and works more as a team, with members asked to undertake specific tasks to support the leaders.

The quality and standards of the early years provision

Staff are fully committed to making sure that children are well cared for and are kept safe. This ensures that they are able to enjoy the activities at the start and end of the day in a relaxed manner so that they arrive in school or leave for home in a generally calm and happy state. This ensures activities appeal to the whole age range.

Staff have good awareness of individual children and meet the needs of those with learning difficulties in an unobtrusive but effective manner. This means they can enjoy the activities alongside much older or more able children.

A suitable range of resources and equipment are available to extend learning and particularly social relationships. This helps children develop good skills in co-operating with others, including when working as part of a team. The success of the club for many of the older boys centres on their enjoyment of after school football sessions. Staff are fully aware that this needs to be supervised well to ensure adherence to the rules of fair play and safety. Older children also enjoy using pinball games, small scale snooker equipment and electronic games. There is

also a suitable range of activities for younger children.

While informal risk assessments are carried out on a regular basis these are not recorded systematically. Occasionally equipment such as sharp knives used for cutting fruit is accessible to children, and not identified in regular checks. Staff have highlighted to parents the concerns of cars accessing part of the area used by children to transfer from the club to the Key Stage 2 building. However, visitors appear oblivious of such requests which cause concerns which the staff are liaising with the school to address. Extensive documentation is available to support safeguarding procedures and checks of staff are made. However, the organisation of such information could be more efficient so that it is easier to check what is available and what might need updating.

Informal opportunities are taken to share information with parents and carers about how well children are doing. Useful information for parents is shared in a simple brochure and occasional newsletters but most information is passed to parents through personal contact. The club has well-established links with a wide range of external agencies and local groups which is beneficial in supporting the children and their families. This has positive spin-offs including visits to the club by people willing to share their hobbies, skills and interests.

Children respond positively to the range of activities provided by the club. Staff plan on an ongoing basis to ensure that they provide a broad range of opportunities that take account of the interests, needs and enthusiasms of individuals including the very youngest children. The key focus is on enjoyment, with staff realising that if children do not get pleasure from the activities they will not want to attend club sessions. A suitable range of activities is provided including quiet times and the opportunity to complete homework in the school library. The hall is used for group activities, creative work, drawing, tabletop games and occasional food preparation activities although no cooking facilities are available. The hall is large enough to accommodate all ages which ensures the safety of even the youngest children who are well supported by staff, their friends and siblings.

Children can choose from construction activities, drawing, cutting and sticking materials and other art and craft activities. Most staff try to make time to listen to children and engage them in conversations, but at times miss opportunities to chat more to the children. When the weather allows, a considerable amount of time after school is spent in the secure outdoor area. This particularly helps support the development of social and physical skills. The children also benefit from weekly sports sessions taken by an accredited coach. Children are greatly encouraged to participate in these activities as part of the Club's push to promote healthy lifestyles.

Children are familiar with routines such as good hygiene at breakfast and snack times. Food choices are planned carefully to allow for personal choice coupled with a clear emphasis on healthy eating. Children sit and chat at the start and end of the day and engage in conversation with adults and other similar-aged children. Fresh drinking water, squash and milk are available as are a choice of cereals, toast and butter together with a good range of healthy snacks after school. Children have the opportunity, in organised discussions, to contribute ideas

towards what constitutes a healthy menu.

Staff observe children in a range of activities and link subsequent choices of resources to the success of what has gone before. They are keen to undertake further training to ensure the balance and range of activities match new requirements. Overall provision for the full age range is good because staff are experienced and keen to ensure provision continues to improve further.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
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?	2
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?	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?	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 registration.

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.