

Hambleton Play Safe Club

Inspection report for early years provision

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EY367376

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Inspector

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Setting address

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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

Hambleton Play Safe Club is a privately owned provision that was registered in February 2008. The club operates from the library, hub, sports hall and ICT room within Hambleton C of E Primary School. There is a fully enclosed area for outdoor play.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children at any one time. There are currently 54 children on roll, of whom, 11 are in the early years age range.

The provision is open before and after school from 07.30 to 09.00 and 15.00 to 18.00 during term time and from 07.30 to 18.00 during school holidays. There are six staff working with the children, of whom, three currently hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff provide a friendly, safe environment where children feel welcome and are fully involved in activities that interest them. Staff implement policies and procedures that safeguard children and promote inclusion. Staff share some information with parents, although this supports the children's welfare and not their learning and developmental progress. The manager and registered person are in the process of evaluating the provision and have identified some areas for development, however, this system is very informal and does not give a clear insight into future plans for the setting to maintain continuous improvement. Staff have started to assess children's development, however, observations are not in place to show how children progress, what their next steps in learning are or how this links into the planning of activities.

What steps need to be taken to improve provision further?

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

- improve the use of observations and assessments to identify learning priorities and ensure planning is based on the assessments of children's learning needs and share this information with parents
- further develop knowledge and understanding of all aspects of the Early Years Foundation Stage, with particular regard to developing systems of self-evaluation.

The leadership and management of the early years provision

Staff implement appropriate policies and procedures to promote the safe and efficient running of the setting. The management team develop good relationships with the school, who support the setting well, by sharing equipment and storage facilities. Staff develop friendly relationships with parents, who receive some printed information about the club when they make initial enquiries. Further information is shared verbally on a daily basis, however, this predominantly relates to the children's care and welfare and not their learning and development.

Children's welfare is suitably protected and promoted as staff demonstrate a secure understanding of their role and responsibilities in safeguarding. All staff have updated their training and maintain appropriate information and documentation. Risk assessments are completed regularly to identify and minimise hazards, ensuring children are cared for in a well maintained and safe indoor and outdoor environment.

Required documentation and records are in place and used well, such as registers and accident records. Parents complete registration forms and written parental permissions have been obtained, ensuring children are cared for in line with their parents' wishes. The registered person and manager implement effective recruitment procedures, and induction of new staff ensures they are familiar with the policies and procedures.

Staff are beginning to evaluate the setting and identify some areas for development. For example, training needs have been identified with regard to the implementation of the Early Years Foundation Stage. However, the informal nature of this evaluation does not proactively support the setting in making continuous improvement.

The quality and standards of the early years provision

Children benefit from a safe environment, for example, the main school door is locked and staff supervise the children well. There are good systems in place to ensure that adults visiting the setting are recorded and daily visual checks of the premises ensure children are safe throughout the session. Children learn about keeping themselves safe, through the gentle reminders of the staff, to line up and walk carefully when moving from room to room and by practising the emergency evacuation drill. Visitors to the setting, to further support children's knowledge and understanding of health and safety, include the local police, fire authority and St John's ambulance.

Children's personal and social development is particularly well catered for. Children under five show great confidence in the family atmosphere. They are happy to approach the adults caring for them and eager to share their experiences. They enjoy healthy snacks of wholemeal sandwiches, wraps and fruit. Sitting at the table with friends, they discuss their day at school enthusiastically. Staff offer them choices and are respectful of their likes and dislikes which promotes their self-

esteem and children with allergies are well catered for and their dietary needs are well met. The children behave well and make a positive contribution to the group by taking turns when playing games, sharing the resources well and helping each other. Children under five benefit from the presence of older children who will sit with them, support their efforts and include them in their games. When working with the children the staff constantly engage them in conversation and are aware of opportunities to extend understanding. For instance, when the children are making crispy buns staff talk with them about the process, allowing them to melt the chocolate, mix the ingredients and encouraging them to count and develop their language skills as they describe what they are doing. The finished products are shared with the children and their parents at home time.

A variety of activities are provided which interest the children, such as resources to promote children's imagination. For example, children sit and play with the large dolls house, deciding what the people are doing and where the furniture should go. Other children use the construction bricks creatively to make spaceships and chat about their adventures. Children's physical development is supported appropriately as children play on the indoor air hockey table which develops their hand and eye coordination and then run and play football in the school playground developing their gross motor skills.

Observation, assessment and planning systems are not fully developed. Children are able to contribute to the planning of activities by making suggestions. This means that activities are often driven by children's choices and children are engaged and motivated to take part during the session. Whilst they include a good variety of craft activities, games, toys and equipment each day these are not planned for in relation to the Early Years Foundation Stage six areas of learning. Planning does not therefore ensure that children under five make continued progress in these areas. Plans do include themes, special events and multicultural festivals. Assessment of children's learning is not based on specific observations and is not used to make decisions about provision. As a result, although activities are enjoyable, there is no clear focus on promoting intended learning.

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?	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.

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.