

# The Stables

Inspection report for early years provision

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<b>Unique reference number</b>	EY383883
<b>Inspection date</b>	28/07/2009
<b>Inspector</b>	Cathleen Howarth
<b>Setting address</b>	9B Grasscroft Road, Honley, Holmfirth, West Yorkshire, HD9 6HG
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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 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 Stables Experience Out of School club registered in 2008. It is privately owned and operates from the ground floor of a converted barn in Honley, Holmfirth. The owner and her family live above the club. The club has its own entrance, which is at ground level and at the front of the building. Car parking for drop offs and collection is in the forecourt at the front of the club. Children use rooms on the ground floor for different types of activities and this includes a gym. There is provision for outside play in the local park. The club has a hamster, which is usually kept in the owners' home.

The club is open weekdays during term time from 07.30 until 09.00 and from 15.30 until 18.30. The holiday club is open weekdays from 08.00 until 18.30. There is provision for children with learning difficulties and/or disabilities. Transport is provided.

The club is registered by Ofsted on the Early Years Register to care for a maximum of 40 children aged from three to eight years. Currently three children on roll are on the Early Years Register. The club is also registered on the compulsory part of the Childcare Register, on which there are 17 children on roll.

The club has operational links with other Early Years Foundation Stage (EYFS) providers. There are seven members of staff who work directly with children, most are part-time. Four members of staff, including the manager, hold relevant childcare qualifications.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's individual needs are generally well met in a vibrant and inclusive environment. Staff continuously demonstrate their care and concern for children, although their knowledge and understanding of the EYFS is not yet fully secure. Steady progress has been made since registration; however, an action and recommendations have been raised to ensure practice is fully compliant and to ensure cohesive systems are in place for staff to deliver the EYFS. By continuing to work closely with the local authority the setting demonstrates a system is in place to make continuous improvement.

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

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

- develop systems for staff induction and appraisal
- continue to use training made available by the local authority and other sources to develop the role of SENCO
- continue to develop the key person system
- ensure outings are included in activity plans and taken on a daily basis (unless circumstances make this inappropriate, for example unsafe weather)

conditions).

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

- keep all records of the information used to assess suitability to demonstrate to Ofsted that checks have been done (Suitable People) (also applies to the compulsory part of the Childcare Register).

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

Overall, the provision is generally well led and managed. However, there are insufficient records of the information used to assess staff's suitability to demonstrate to Ofsted that checks have been done. This is a breach of a welfare requirement.

The provider is currently updating other policies and procedures that are required for the safe and efficient management of the EYFS, although there are limited systems in place for staff induction and appraisal. As a result, staff's roles and responsibilities have not been fully developed. This includes the key person system and limited training for the designated SENCO. This hinders staff's ability to deliver all the requirements of the EYFS in a cohesive way.

There are some systems in place, such as an action plan, that demonstrate reflective practice. For example, the provider is working closely with the local authority and has clearly identified goals for further improvement. The provider has now updated the setting's child protection policy and procedure, and there is a named practitioner to take lead responsibility for safeguarding children within the setting. The provider has submitted an application to the local authority for staff to obtain relevant training. In addition, the provider now identifies aspects of the environment that need to be checked on a regular basis. They maintain records of these particular aspects including when and by whom they have been checked. Written risk assessments also include precautionary measures taken on outings, to promote children's safety. Staff are deployed sufficiently well at the setting and children are adequately supervised. Children use a very good range of quality toys, books and equipment, which appropriately reflect their interests and supports their development in most areas. Resources are checked regularly for repair and replacement to minimise the risk of accidental injury.

An inclusive and welcoming service is provided. The atmosphere at the club is vibrant. Children are full of energy and enthusiasm. Boys and girls are treated with equal concern and all children are fully included and involved. Most resources are easily accessible for children to self-select and children usually choose what they want to do and when. Staff have developed strong, trusting relationships with children and their parents and this helps to promote children's continuing care and development. This was effectively demonstrated when parents came to the setting and commended staff for their efforts and for their flexible, caring approach.

Parents are provided with good quality information about the early years setting. However, not all parents know who the designated key person is for their child and as a result, they are not always kept fully informed about their child's achievements and progress in relation to the six areas of learning. Staff are beginning to make links with other EYFS providers, such as the local infant and nursery school, to promote a seamless approach to delivering the framework.

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

Most of the activities are child-initiated, in keeping with the clubs social and recreational nature. Staff plan activities with children that mostly support them across the six areas of learning. However, activity plans do not always take into account the individual needs of children in relation to free play outside, which hinders their overall development. Depending on staff ratios, the whole group visit local parks and explore the woods, and children have been on organised group outings, such as a trip to see rare animals, birds and reptiles.

Working in partnership with parents is further enhanced when parents exchange relevant information about their child to help ascertain starting points, such as completing All About Me forms. Children are encouraged to plan and evaluate activities with staff and as a result, they have great fun at the setting. There are emerging systems that sufficiently demonstrate that activity plans reflect the specific needs of some children, like new starters. Staff are beginning to record their observations of children at play in order to build on their starting points and to find out more about their natural interests, hobbies, capabilities and preferred learning styles. There is an emerging system to show how the children's key person is responsible for maintaining development files, so that some parents can see the steady progress their children have made towards the early learning goals.

There are appropriate steps taken to safeguard and promote the welfare of children. For example, necessary steps are taken to prevent the spread of infection and staff maintain good standards of hygiene and cleanliness in areas used by children. The procedure for parents to follow when children are ill or infectious is under review in relation to swine flu. Staff appropriately teach children about keeping safe and road safety is continuously reinforced. The setting and outings are routinely risk assessed to minimise hazards and to promote children's safety. Staff usually manage a range of children's differing behaviour well, and the giant star chart on the wall positively reinforces children's good behaviour. For example, for being truthful, thinking about others, sharing and using good manners.

Children look forward to coming to the club. They are learning to act responsibly in times of uncertainty when they practise the emergency evacuation procedure. There are challenging opportunities to promote children's good health and for them to develop gross motor skills when they play football in the gym, learning to move with coordination, control and speed. During the parachute game, they learn to manoeuvre under, around and over, showing spatial awareness of themselves and others. Children clearly recognise bodily changes after being active, such as needing to drink water and rest. There is sufficient opportunity for children to relax and play quietly on their own or with others in the quiet area near the books. Fine

motor skills are appropriately developed when children engage in art and craft sessions. They enjoy drawing, cutting, gluing and sticking and they have made fish for the Underwater Display. Staff use meal times as an opportunity to use mathematical language. For example, full, half full and empty.

Children clearly respect human differences, effectively shown through their positive attitudes. They confidently engage in activities that sensitively promote diversity in the wider community, such as through music and movement, role-play and dressing up, story telling and tasting food from around the world. They make lasting friendships at the club and they are learning to make sensible choices and decisions. For example, going to bed early in order to feel refreshed in the morning, enabling them to take full advantage of the play opportunities at the club.

Children like to play and work together, clearly demonstrating collaborative skills. Listening and speaking skills are continually being reinforced and children take pride in their achievements and in helping others. They use the computers in a measured and purposeful way and know to take turns. They are also developing hand and eye coordination when they use the mouse. All these measures are in place to encourage children to become active, inquisitive and independent learners.

## 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>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR3).

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