

Friends Forever Out of School Club (First Friends P.D.N Ltd)

Inspection report for early years provision

Unique reference number	EY267132
Inspection date	02/02/2009
Inspector	Joanne Harvey
Setting address	Chaddesden Park Infant School, Tennessee Road, Chaddesden, Derby, Derbyshire, DE21 6LF
Telephone number	01332 673533
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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

First Friends Out of School Club opened in 2003 as Friends Forever Out of School Club and has only recently changed its name. It is registered to operate from the main hall in the Chaddesden Park Infant School and various rooms at the Chaddesden Park Junior School in Derby. From January 2009 it operates predominantly from the junior school having, use of the school hall, dining room, a community room with kitchenette, a carpeted play area, quiet area and wet play area. All children share access to a secure outdoor play area. A maximum of 32 children may attend at any one time. The group is open each weekday from 07:30 to 09:00 and 15:15 to 18:00 during term time. The club operates a playscheme during school holidays from 07:30 to 18:00 but this now operates on a separate site and has a separate registration. There are currently 32 children aged from three years to under eight years on roll and 44 children are on roll in total. Children attending the setting attend the Chaddesden Park schools and are also collected from Cavendish Close and Cherry Tree Hill schools. The setting currently supports a number of children with learning difficulties and/or disabilities and though there are none on roll at present, they can demonstrate that it can provide suitably for children for whom English is an additional language. Staff or children with disabilities are suitably accommodated as all areas of the setting are accessible, either by external doors or by lift. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the local Special Educational Needs Coordinator. The setting employs five full time staff members who work with the children. Two staff members hold Early Years qualifications at Level 3, one at Level 2 and two members of staff do not currently hold an Early Years qualification but are working towards a Level 3 qualification which they are scheduled to complete in March 2009. The setting is on the Early Years Register, and the Compulsory and the Voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

First Friends Out of School Club makes satisfactory provision for children who are in the early years age range. Satisfactory leadership ensures that welfare requirements are met suitably and that children are kept safe and that all recommendations from the previous inspection have been addressed satisfactorily. Children's learning and development is promoted satisfactorily. Children thoroughly enjoy attending the club because the adults are welcoming and establish warm relationships with them. They plan activities which are fun for young children, though they are not yet securely based on assessments of their need or with a clear learning outcome in mind. The setting enables children from all backgrounds and with a range of needs to be appropriately included. The club's capacity for improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- plan appropriate play and learning experiences based on the children's interests and needs
- work together with other practitioners to develop a systematic and routine approach to using observations to plan the next steps in a child's development progress
- lead and encourage a collaborative culture of reflective practice, self-evaluation and informed discussion.

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

- ensure that the person with designated lead responsibility for safeguarding children attends a child protection training course 27/02/2009
- ensure that an effective policy about equality of opportunity is in place and implemented. 27/02/2009

The leadership and management of the early years provision

Setting leaders have ensured that a range of required policies which ensure children's welfare have been drawn up and are regularly reviewed. An example of the appropriate provision for children's safeguarding can be seen in the effective use of the walkie talkie system used by adults when supervising the outdoor area. Risk assessments are conducted and increasingly systematically recorded. Policies do not currently include an effective policy for equality of opportunity. The club's leader satisfactorily evaluates the effectiveness of its current work and what it needs to do to improve. The leader has attended recent training on the requirements for children in the early years age range and this has provided her with the necessary skills to develop the club's systems further. She is quite rightly excited about the work they have started and acknowledges that this is still in its infancy and has yet to involve everyone collaboratively in reflecting on current strengths and working on future improvements. Useful partnerships are developing with the school and other outside agencies. These have yet to involve the sharing of best practice and ensuring consistency in assessing and recording children's achievements and for planning for future learning outcomes. Staff are encouraged to update a range of training in the interests of improving provision for the children, though the designated person for child protection has yet to complete the required course. Satisfactory steps have been taken to improve since the last inspection, ensuring all recommendations have been met and demonstrating a satisfactory capacity to continue to improve in the future.

The quality and standards of the early years provision

Children thoroughly enjoy the club which offers them the opportunity either to relax, or to be active at the end of the school day. Children's welfare is obviously important to staff who form good relationships with them, as can be seen from children's willingness to go to any member of staff, either to work or play with them or just to have a chat. Children are kept safe in lots of ways either by being

encouraged to handle equipment safely or to adhere to the rules for the outdoor play area where there is close adult supervision when children are outdoors. There is good provision for children to be healthy, with a strong emphasis on physical activity, healthy eating and hygiene practices. The weather is not seen as a barrier to outdoor activity or fun as could be seen by the enthusiasm of everyone to battle through the snow as they worked together to build a snowman. During snack time, children's independence is promoted suitably through their involvement in making choices about what to eat and through the way that they take responsibility for setting the table, preparing the food and clearing away. It is also at these times that they can be seen to be behaving well and enjoying sitting and chatting together and with the adults who eat alongside them.

While there is a successful focus on ensuring children enjoy the club, leaders agree that there has been less emphasis until recently on successfully promoting learning. Leaders also say that this is set to change as they become more familiar and confident about the requirements for Early Years Foundation Stage provision. A suitable range of activities engage children, and children do have an important say in what is planned for them. The club's planning for learning does not take full account of the opportunities for activities across all areas of learning for children in the early years age range. Systems for assessing and recording their achievements are in their infancy and not yet used effectively to plan the next steps and the activities which will support them. Staff sometimes extend children's speaking and listening abilities through discussions, role play and even the Karaoke sessions on offer. Most children are successfully helped to join in with activities, to make friends, to respect each other and to make choices about what they will do and so to become independent. They make a suitable contribution to the lives of others, whether through raising money for charities or through singing carols to the elderly. Older children add considerably to the experience of the younger ones and act as helpful role-models and caring friends. As a consequence, children make satisfactory progress in developing the personal skills that they will need in future, such as developing suitable habits as active and inquisitive individuals who respect one another.

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?	3
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

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.