

Puffins Club

Inspection report for early years provision

Unique reference number

EY300231

Inspection date

13/02/2009

Inspector

Gail Robertson

Setting address

Clyst St. Mary School, Clyst St. Mary, Exeter, Devon, EX5
1BG

Telephone number

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

Puffins of Exeter is a privately owned business which operates a number of day nurseries and out of school facilities in the Exeter area. The after-school club in Clyst St Mary has been operating for over six years and is now located in a mobile classroom in the grounds of the local primary school. The premises are shared with the pre-school and a breakfast club, but Puffins Club has sole use of the premises during the after-school sessions. There is a very small step into the classroom, wheelchair users are advised to contact the Puffin head office for further information. The coordinator is looking into ramp access.

The Club has one main playroom with a separate kitchen area and toilets. The school playground and playing field are also available. The club is registered on the Early Years Register, and both the compulsory and the voluntary parts of the Childcare Register. A maximum of 16 children may attend the club at any one time, from the ages of four to eight years. There are 23 children on roll, of these one is in the Early Years Foundation Stage. Hours of opening are from 15:30 to 18:00 on weekdays during term time only. Children are collected from the adjoining primary school.

There are four full time staff employed, two of whom are suitably qualified and two are working towards appropriate childcare qualifications. The club is supported by the Puffins After School Co-ordinator and the Operations Manager. There are good links with the adjoining primary school, pre-school and other clubs and nurseries within the Puffin company.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children are safe, happy and extremely well cared for and really do not want to go home from this wonderful club. Puffins is a great place to go to after a day at school because it is a friendly, fully inclusive, exciting family setting. Children can be creative, active, and reflective or just 'chill out' in this exciting club. Parents know their children are well cared for, learn really well and have great fun. Staff respond extremely well to children's needs and interests. The play leader and her team ably supported by the professionals in the head office ensure the club is up-to-date with all requirements of registration, any associated new legislation and constantly look to improve the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that all the children's observation files are kept in the setting at all times so that assessments of their progress and development can be recorded

The leadership and management of the early years provision

Children are safeguarded extremely well because they are protected by very caring and diligent staff who follow robust and rigorous policies and procedures. The provider ensures that staff receive regular training in child protection requirements. Self-evaluation is of high quality. The play-leader and the company's provision coordinator complete regular checks on the setting. They produce accurate written reports, identify sharp points for improvement and make recommendations, as necessary, to ensure that children are safe and learn successfully. The play-leader is expected to act immediately upon the recommendations. The coordinator is constantly striving to improve the provision for children and parents. She feels passionately about the club and the company. The coordinator has identified that a wheelchair user may have difficulty going into the club building and is liaising with the primary school to locate ramps should they be needed. All the recommendations from the previous report have been actioned and are now part of the setting procedures and practice. The play-work leader keeps the required paperwork well organised and up-to-date.

All staff are very caring and help the children to play and work safely. At the end of the school day, key workers collect the children from their classrooms and after school clubs and this helps to build close relationships with the children and teachers. Puffin staff celebrate the school day with the children and take messages from school to parents. The setting continues systems set up in the school to help children manage their academic progress and their educational needs.

The provider is committed to improving staff skills and practice by ensuring they have access to training that is relevant to the Early Years Foundation Stage. By the end of this year all staff will have a suitable qualification for looking after young children.

There is an outstanding relationship with parents and carers. Parents spoke highly of the provision saying they could not be happier knowing that their children were safe and happy whilst they are at work. One reported that her child was so happy that she gets into trouble if she collects him early, as he has not tried everything. Parent's views are obtained through questionnaires and results are acted upon. For example, the choice of food at snack time changed after parent's comments in the latest questionnaire. The setting enjoys excellent relationships with the school, the preschool and other settings within the company. They work well in partnership to make sure the children are extremely well cared for at all times.

The quality and standards of the early years provision

Children are provided with interesting and exciting learning opportunities. As a result, children really enjoy their time in this setting and make excellent progress across all areas of learning and development. Provision for children's welfare is outstanding. Staff produce a daily plan of activities and make sure that it is responsive to the children's needs, interests and the time of the year. The setting

has evolved daily routines which enable children to feel secure. For example, children know that after school they come to the setting to relax before they have their snack. Staff have regular contact with the school and parents and use the information they have gathered to provide activities that are stimulating and enjoyable for the children. Children are also involved in deciding what they will do and learn. For example, during the inspection they had asked and were able to make 'Valentines Cards'. Children had to think of all the family members they loved and who they would make a card for. One younger child was fascinated by a card she had received by someone marking their name with a question mark. The explanation given to her by a member of staff was accurate and helped the child to understand and enjoy the secrecy and the suspense of not knowing who it could be.

Children have many activities to choose from and their suggestions for further games and toys are heard and acted upon by the staff. As a result, they develop their independence really well. Children make excellent contributions to their learning activities and know what is expected of them afterwards. They respond by putting equipment away after they have finished but firstly checking all pieces are in the boxes. Children are consulted at the planning stage for ideas of what they would like to do and learn, and these are included on the weeks programme. Staff complete regular observations of children's learning to ensure that they are making progress, but these are not always available in the setting and this makes entering new assessments more difficult.

Children are polite, friendly and behave extremely well. They enjoy very good relationships with adults. They particularly enjoy being with the older children, learning from them and with them. For example, when making the 'Valentines Cards' younger children learnt what to write inside the card. Snack time is a very popular occurrence when children learn really well about healthy eating. They loved having cheesy pitas, as one gleefully said, 'Yummy yummy for my tummy'. Children make their own choices of fruit and drink and how much they require, and this encourages independence and responsibility. The children have fun with each other and share equipment and toys sensibly and maturely. They say that being at Puffins is like being a member of a large family. Staff are very good at making sure all children have full access to the equipment and can make choices about where to play, what equipment to use and the games they wish to play. Outdoors, for example, children play parachute games and this helps them to make excellent progress in their physical development.

Children know they are safe and the rules for keeping themselves safe. They have a very good understanding of how to stay safe and healthy. For example, they know not to go into the kitchen area without an adult accompanying them and that they must wash their hands thoroughly before sitting down to their snack and why. 'It's germs' said one child 'and we don't want to eat those!' said another. Children are really happy in this setting and they laugh with each other and at themselves because the staff are so warm, friendly and enjoy the company of children. The skills and personal qualities that the children develop during their time in this setting equip them extremely well for the future.

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

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|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

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|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| How well are children helped to make a positive contribution? | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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

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| 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 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.