

The Hooty Club

Inspection report for early years provision

Unique reference number	EY377021
Inspection date	05/03/2009
Inspector	Christine Holmes
Setting address	Hob Hill Ce/Methodist (VC) Primary School,, Armitage Lane, Brereton, Rugeley, Staffordshire, WS15 1ED
Telephone number	07975834039
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

The Hooty Club is part of Crazy Daisy Childcare. It operates from Hob Hill Primary School, Brereton, Rugeley. All children share access to a fully enclosed outdoor play area. There is level access to all areas.

The before and after school group is registered for a maximum of 24 children under eight years at any one time. Currently there are 14 children on roll, four of whom are in the early years age group. This provision is registered by Ofsted on the Early years Register and on both the compulsory and voluntary parts of the Childcare Register.

The club serves children attending the school and also children from neighbouring schools. The Hooty Club opens five days a week from 07:45 to 09:00 and 15:15 to 17:45 during term-time only. The club employs two members of staff. The manager holds an appropriate early years qualification.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Children are settled, fully included and enjoy taking part in the range of activities on offer in the club. In general, suitable arrangements are in place to ensure children are fully safeguarded and their good health supported. However, some policies and procedures have not been updated in line with the welfare and learning requirements. The setting is not yet making links with other providers to ensure what they provide compliments the education and care children receive in other settings. Whilst there is a clear commitment to ongoing improvements, the setting lacks systems to self-evaluate the service they offer in order to make clear ongoing plans for the future.

What steps need to be taken to improve provision further?

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

- make links with other EYFS providers who share the care and education of children in order to provide cohesion and continuity
- update all policies in line with the welfare and learning requirements
- develop systems to monitor and evaluate practice in relation to the expectations of the EYFS.

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

- obtain information relating to who has legal contact with children and who has parental responsibility for them (Safeguarding and welfare) 12/03/2009
- ensure steps are taken at all times to prevent intruders entering the premises (Safeguarding and welfare). 05/03/2009

The leadership and management of the early years provision

Positive commitment is shown by staff to further develop their knowledge through attending various training courses which leads to better outcomes for children. For example, children benefit from a wider range of physical activities as a result of staff attending 'active club training'. Following equality and diversity training the staff have given much thought into how to organise resources to ensure children are able to make choices and that resources and activities provide children with suitable opportunities to develop a positive attitude towards diversity. Although, this approach has secured these ongoing improvements the setting lacks useful systems to monitor and evaluate practice in relation to the expectations of the EYFS (Early Years Foundation Stage). Consequently, the setting lacks a clear focus for future developments.

In general, there is suitable range of policies and procedures are in place to ensure the safe and efficient management of the setting. Suitable checks are carried out on all staff to make sure they are suitable to work with children. Staff have effective knowledge of safeguarding procedures and know who to contact in the event they have a concern about a child's welfare. However, whilst there is a comprehensive risk assessment in place to ensure children are able to play safely, sufficient attention has not been given to security to ensure intruders are prevented from entering the premises at all times. Whilst there are suitable policies and procedures in place that are shared with parents, most are in line with the previous National Standards framework. Although, systems have been devised to obtain information about who has legal contact with children and who has parental responsibility for them, they have not been implemented.

Staff spend time with children in play and conversation which helps them to find out children's interest to inform their planning. However, there are currently no systems in place to exchange information with other providers and parents when children first start or on an ongoing basis to ensure continuity and coherence in children's learning. Positive relationships are developed with parents. Staff are always on hand to exchange information about each child's care and experiences and newsletters are used well to keep parents up-to date with information about the club. Written responses from parent's demonstrate they are satisfied with the service they receive and happy that their children enjoy attending.

The quality and standards of the early years provision

Children enjoy sociable relationships with adults and each other and have fun during their time at the club. They benefit from routines and activities that are flexible and take into account their interest and energy levels after a day at school. This helps to ensure that experiences and activities are generally appropriate to individual children's needs. Resources at the club are of good quality, accessible to children and promote all the six areas of learning. This provides children equal access to initiate their own play and follow their own interest. Children take part in

craft activities where they are able to be creative. They concentrate for long periods of time making intricate models with small bricks and they play imaginatively with small world resources. Children enjoy taking part and learning about different festivals and celebrations, which include Pancake Day. 'Our World' topics provide children with the opportunity to explore a world map and identify where different animals originate from. Children have opportunities to take part in energetic activities in and outdoors as well as to relax quietly by looking at books or watching television. However, children do not yet benefit from activities and experiences that are planned to support continuity and progression of the education and care they receive in other settings.

Children's self-esteem and confidence is fostered by staff who listen to them and show an interest in what they are saying and doing. Children are supported appropriately to behave well. They follow club rules, such as asking to go to the toilet and sharing equipment and they respond positively to staff's reminders, distraction and redirection. This ensures all children benefit from a harmonious environment.

Opportunities provided enable children to keep healthy, stay active and eat well. Substantial meals are provided that are nutritious and include healthy choices. Snacks are also available instead of meals, although, these also contain less healthy choices. Children are involved in clearing away and washing up after meals which helps them to develop their independence and respect for their environment. A wide range of energetic activities including rounder's and parachute games help children to develop a positive attitude towards physical activity. Discussions, routines and reminders are used by staff to help children learn about staying staff.

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?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary 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 part of the report (Suitability and safety of premises and equipment).

05/03/2009

To comply with the requirements of the voluntary 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 part of the report (Suitability and safety of premises and equipment).

05/03/2009

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.