

Springers Holiday and After School Club

Inspection report for early years provision

Unique reference number	EY306012
Inspection date	05/03/2009
Inspector	Jane Richmond
Setting address	Leys Primary School, Ripon Road, Stevenage, Hertfordshire, SG1 4QZ
Telephone number	07859 915985
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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 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.

There were no children on roll when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children on roll, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states if the provider continues to meet the requirements of registration.

Description of the setting

Springers Holiday and After School Club was registered in March 2005 and is located in Leys Primary School, Stevenage. The group is situated in two main rooms that are divided into separate areas according to activity, and has use of the gymnasium for sports activities. Children have access to secure outside play areas.

A maximum of 30 children may attend the club at any one time. The after school club is open during school term time and sessions are daily from 08.00 to 08.50 and 15.15 to 18.00. The group also provides care during the school holidays. These sessions run daily during each school holiday and are from 08.15 to 18.00.

There are currently 70 children on roll, the group is registered to care for children from five years to under eight years, but currently only takes children from age five. They also accept children aged from eight to 12 years at all sessions. The club serves children from Leys Primary School and from the wider community. It is currently supporting children who have learning difficulties and/or disabilities and those who speak English as an additional language.

Although there are no Early Years Foundation Stage children attending the setting at present, the setting wishes to remain registered as there are plans to extend provision in the future.

The club employs four staff. The manager and two other members of staff hold appropriate early years qualifications. A fourth is attending training to achieve the relevant qualifications. Two parent helpers regularly assist in supervision.

There is suitable access for adults and children with learning difficulties and/or disabilities. The setting is on the Early years register and both the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

The enthusiastic and committed staff provide a range of interesting and motivational activities for children to take part in and the vast majority would be suitable for early years children. For example, children who prefer to be active can take part in organised games in the hall but those who wish to be more creative can engage in a variety of creative activities. Plans identify what the children will be doing but there is insufficient detail relating to what children are expected to learn as they progress towards the early learning goals. This limits the setting in its ability to ensure children make the best possible progress at all times.

Nevertheless, planning shows that early years children could take part in a range of activities, such as experimenting with scientific forces using magnetic construction equipment. Furthermore, planning and practice observed with older children indicates that the setting promotes equality of opportunity and all children are fully included in the full range of activities. Although not in use at the time of the visit, there are facilities for information and communication technology, using the computer and linking it to the television where games can be played. These

resources are appropriate for the ages of children registered at the setting. Photographs are displayed on a board to remind the children of activities they have participated in and art that they had produced. This practice encourages children to talk about their experiences and would be eminently suitable for early years children.

Resources and materials must be packed away at the end of each day. However, the management of the setting indicates that this limitation does not impact on provision for older children and evidence shows that this would not prevent the setting from providing an appropriate learning environment for early years children.

There are high expectations of children's behaviour and a positive approach to helping children to identify what is inappropriate behaviour. Custom and practice is suitable for early years children. Children's welfare is at the heart of provision in this setting and there is a high regard for ensuring that all policies and safeguarding procedures are in place. Those staff who collect children from their schools register them when they arrive and parents sign their children out when they are collected. A suggestion by the children for wider access to a healthy snack has been met by the provision of a fruit bowl. Both issues from the previous inspection have been addressed. Procedures to ensure that the premises are secure are now robust while organisational procedures are in line with regulations so that care and protection for early years and older children is effective.

The staff are reflective of their practice, give children the opportunity to make suggestions and survey parents and staff for ways in which they can improve the children's experiences. Consequently, the setting demonstrates good capacity for continuous improvement.

Compliance with registration requirements

The registered person continues to meet the requirements of registration.

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