

# Hullabaloo Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY380238
<b>Inspection date</b>	19/03/2009
<b>Inspector</b>	Gillian Walley
<b>Setting address</b>	Kings Lodge Community School, Lodge Road, CHIPPENHAM, Wiltshire, SN15 3SY
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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 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**

Hullabaloo Out of School Club opened on 1 September 2008. It operates from a double mobile classroom with adjacent toilets, within the grounds of King's Lodge Primary School, Pewsham, Wiltshire. A maximum of 24 children aged from four to under eight years who are enrolled at the school may attend the setting at any one time, in addition to older children aged up to 11 years. There are currently 50 children on roll. The group is open each weekday from 15.00 until 18.00 during school term time only. All children have access to the school playground and playing fields for outdoor play. The setting employs three members of staff. Of these, all hold appropriate qualifications. There is disabled access for children and adults. The club is able to support children who are learning English as an additional language or who have learning difficulties and/or disabilities. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

This is a good setting with good capacity for further improvement. Good leadership and effective teamwork ensure that children are happy, well cared for and included. As a result they want to attend the club and enjoy their time there. They play well together in the classroom and outside on the school playground and field. They behave well, develop good relationships and make good progress in their social skills.

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

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

- establish a secure routine for parents to notify the club if another person needs to collect their child in an emergency
- develop a strategy for the primary school and club to exchange information about children

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

Hullabaloo Club is well led and managed. There is good self-evaluation and the capacity to improve further. The club has rigorous procedures in place for security and for safeguarding children, and all staff are vetted appropriately. The current staff are also employed at the neighbouring primary school and know the children well. They are focused on providing an enjoyable, relaxed and secure environment for the children. The club seeks the views of parents and children and responds to their suggestions, for example about the range of activities the children would like to be available. Parents are very pleased with the provision and particularly like the fact that younger and older children can play together. This helps them to become more confident. They feel that their children are safe and secure, and like the fact

that the adults give them information about their children. Parents are well-informed about what is happening in the club, and the club plans to use regular questionnaires to consult them about the provision. They are confident that their children are safe because of the procedures followed by the adults and the concern they show for the children's well-being. They say they find the staff approachable and helpful. There are plans to have information for parents available in languages other than English. The club has adopted the policies used by the King's Lodge Primary school regarding safeguarding, behaviour and child protection so that there is consistency for the children throughout the day, and clarity for parents. The club works in close partnership with the school although it has yet to establish an effective strategy for exchanging information about children with their teachers. Staff update their training regularly, for example in first aid and in inclusion, and there is a good ratio of one adult to eight children irrespective of their age. All staff are trained in child protection. Children relate well to all adults in the setting and say they feel safe and well cared for.

Adults plan a wide range of activities to meet the children's interests, and to give them opportunities for new experiences. There are good quality resources and equipment. There is a robust system for checking the safety of the setting at the start of each session because the room and facilities are used by the school during the day. Children develop a sense of responsibility and an awareness of how to stay safe by being involved in this risk assessment. Records are kept of children's achievements while they are in the club, and their progress. Parents contribute to these so that they are aware of what their children have been doing. Pupils who have disabilities and/or learning difficulties are supported well and fully included in the club's activities. The setting plans to become more closely involved in some of the clubs held in the primary school, for example the eco-scheme.

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

The provision is good. Adults escort children from their classrooms at the end of the day and take them to the club for registration. Children enjoy a healthy snack and drink of their choice, and then choose from a wide range of enjoyable activities including creative tasks, imaginative play with dressing up clothes, puzzles, construction sets and games. This enables them to develop a range of skills in a relaxed and sociable setting. Children also have access to the school's playground and field, under close supervision by an adult, where they enjoy games and opportunities to climb. Activities are planned around what the children enjoy, and they mix well with older pupils. This is an aspect which parents particularly like. There are good quality resources which children can access easily, and they take responsibility for tidying them away. There is a quiet area where children can relax and enjoy books.

Children behave well because the adults have high expectations of them. Children feel very involved in planning activities and choosing what they do, and like having their own suggestions board. They are able to make choices, for example to make a Mother's Day card, but they are not made to do so because adults respect and encourage their independence and decision making. Children are polite and play together happily, sharing, taking turns and caring for the resources. They are

encouraged to solve problems and develop collaborative skills.

Children are taken home at different times, and their parents are greeted by the adults as they sign the children out. The club does not have a system for responding if a child has to be collected by another adult in an emergency. Parents have the opportunity to look at their child's record, which takes the form of a scrapbook of notes and photographs of things they have been doing and are proud of. This keeps parents well-informed about their children's progress and development.

Drinking water is freely available. Children help to prepare their tea, and are provided with a wide range of healthy choices. The food is locally sourced and freshly prepared, and the children eat together. They help to clear away after the meal. They learn about customs and festivals because they have opportunities to taste foods from different countries, for example at Chinese New Year. Other activities such as art and technology also help children to know more about the world around them, for example making Chinese dragons. The children understand the importance of healthy eating and taking exercise. They learn about personal hygiene, for example by washing their hands before eating or preparing food.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
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?	2

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](http://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 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.