

Reach Out Child Care at Hillsborough House

Inspection report for early years provision

Unique reference number	EY317883
Inspection date	13/05/2009
Inspector	Hilary Mary Mckenning
 Setting address	 104 Parkside Road, Sheffield, South Yorkshire, S6 2AA
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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).

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

Reach Out Child Care has been registered since 2006. It operates from Hillsborough House which is situated in Sheffield. Most of the children who attend are from the Hillsborough area. The group has sole use of the premises during the hours of opening. Children have access to two playrooms on the ground floor and an enclosed outside play area along with the school play area.

The club is open each weekday in term time from 15.00 to 18.00 to offer after school care and they hold a session on Saturdays from 10.00 to 15.30 for children with additional needs. The club also provides holiday play care from 08.30 to 18.00 during most school holidays. There is a parents group and mobile crèche offering services to the wider community.

A maximum of 24 children may attend the club at any one time. There are currently 60 children on roll, 16 of whom are in the early years age group. The setting supports children with learning difficulties and disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Reach Out Child Care is run by a board of directors and employs six members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification. The club receives support from the Sheffield Out of School Network and the Special Needs Inclusion Play care service (SNIP).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are excited by and eagerly explore the range of stimulating activities that is focused around their interests and meet their individual needs. Children feel very secure and have good self-esteem which enables them to participate fully as there is a strong commitment to inclusion and continuous improvement. Staff work closely with parents and are developing links with other providers. Observations are routinely completed and show children are making good progress in their learning in a supportive and stimulating environment. The provider recognises the value of continuous improvement and has identified areas of future development.

What steps need to be taken to improve provision further?

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

- further develop links with other providers delivering the Early Years Foundation Stage
- further develop the use of observations and assessments to plan the next steps in children's learning and development.

The leadership and management of the early years provision

The staff fully understands their role in keeping children safe. All required records and documentation is in place and stored securely. Robust systems are in place to ensure that all adults in contact with children are appropriately vetted. Comprehensive risk assessments are completed and areas requiring attention are acted on to ensure that children are kept safe, both within the club and on outings. Children are well informed about safety and how to keep themselves safe as they all are involved in regular fire drills and have regular discussions to develop the club's rules.

The club is fully committed to continuous improvement and has successfully addressed all recommendations from the last inspection. All staff, children and parents are involved in the monitoring and developing the service along with the board of directors. The provider has a good understanding of the Early Years Foundation Stage framework and is using observations of children's achievements to assess their starting points. However, the next steps in their development are not clearly used to inform planning. Staff take their lead from the children as they are involved in planning for the future development of the outdoor play area.

The club is beginning to develop links with some of the other providers delivering the Early Years Foundation Stage, although information is not routinely shared to ensure continuity of children's learning. There is a strong relationship between staff, children, and their parents. Effective systems are in place to deal with accidents involving children and all written parental permissions are in place. Parents are informed about the procedure for making a complaint and there is a clear system for keeping a record of any complaints. Parents receive a wealth of information through the notice board, newsletters and daily feedback to keep them up to date about the care of their children. Parents contribute to the service through the suggestion box and regular questionnaires.

The quality and standards of the early years provision

Children's welfare, learning, and development are promoted well by the organised and flexible approach of the highly committed staff team. There are plans in place that focus on children's interest. For example, children are encouraged to use stickers to write suggestions onto the large planning sheet of activities they would like. Children use a wide variety of resources to meet their individual needs and their progression is monitored. Children's behaviour is effectively managed and positive encouragement means they behave well. Children show care and concern for each other and play together well. For example, older children patiently explained to younger children how to use the controls on the electronic games consoles. Children are forming positive relationships as they laugh and giggle at a game of charades and discuss an evening out at a restaurant.

Parents receive a hand book containing a comprehensive selection of policies and procedures, enhancing the care and learning of the children. Staff give high priority to safeguarding children and have completed a relevant child protection

course. They are confident to follow the procedure for reporting and recording any concerns they may have. There are effective routines in place that promote good hygiene and protect children's health. Children display a good knowledge and understanding of staying healthy as they discuss the television advertisement about protecting themselves from germs. They enjoy healthy eating and help themselves from the selection offered.

The wide range of toys and resources enable children to enjoy their learning in a purposeful way. Staff skilfully takes advantage of situations that may arise to enhance children's learning. For example, they introduce discussions about recycling. All activities are developmentally appropriate and give the children lots of enjoyment and pleasure. Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through good examples and are beginning to appreciate multi-cultural society. For example, children experience an African musical and printing activity. There is a wide variety of resources to help them understand and learn about how their actions can affect others as they discuss bullying.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
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

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Annex B: the Childcare Register

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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