

Field View Out of School Club

Inspection report for early years provision

Unique reference number

EY382167

Inspection date

07/05/2009

Inspector

Jackie Phillips

Setting address

Barton St. Peters C of E Primary School, Marsh Lane,
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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.

Description of the setting

Field View Out of School Club is part of Field View Day Nursery chain which owns and manages two privately run provisions. It operates from a large portacabin, located within the grounds of Barton St. Peters Church of England Primary School, Barton-upon-Humber, North Lincolnshire. A maximum of 24 children aged from three to under eight years, may attend at any one time. The out of school club is open each weekday from 08.00 to 09.00 and 3.30 until 18.00 term time only. During school holidays the provision is provided at the Field View Nursery site between 08.00 until 18.00. Currently there are 22 children on roll and of these five are in the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children who have additional learning needs and/or disabilities are welcomed and supported.

All children have access to an enclosed outdoor play area. Children attend from the local community and the surrounding area for a variety of flexible sessions. Four members of staff, most of whom hold relevant childcare qualifications, work with the children. Staff members are also employed at the day care setting which provides continuity of care for some children. The setting receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Warm and caring relationships are evident between children and adults. Staff know children well and place high priority on ensuring children are safe and secure at all times through robust, routine procedures. Most documentation is in place to support this effectively. A strength of the setting is how children are valued and recognised as individuals. Effective methods are used to systematically involve and include children's opinions and ideas. Steps to evaluate the provision and make plans to identify and tackle identified weaknesses to make future improvements are in the very early stages.

What steps need to be taken to improve provision further?

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

- improve the written procedure to ensure parents provide their written consent for the seeking of any necessary emergency medical advice or treatment
- update the setting's written complaints procedure and record log
- investigate and follow guidelines issued by Local Authority Environmental Health Department.

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

- Devise a secure procedures if a child becomes lost or 29/05/2009

is uncollected (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

The majority of records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place. However, a robust and required procedure is not clearly established for all staff to follow in the event of a parent failing to collect a child or a child going missing. Written details regarding gaining written consent from parents for the seeking of any necessary emergency medical advice or treatment are currently misleading. Details included in the complaints policy and log are not up to date. This places children at risk and impacts on how the setting safeguards and promotes the welfare of children.

Operational procedures however, show that children's safety is given high priority. For example, robust systems are in place to collect children from the school and when they leave the setting to use the nearby toilets. The premises are very secure and staff make certain they have good communication links when some remain inside the building whilst others are, for example, outside supervising children using the playing field. Partnerships with parents and in the wider context, ensure information is shared to support children's progression and continuity of learning and care. Ways in which to include parents in the self-evaluation process contributing toward the plans for continuous improvement are not yet fully utilised.

The quality and standards of the early years provision

Adults work directly with children and provide opportunities in meaningful ways, for them to learn, rest and relax following the school day. For example, planning is child-led generated from children's interests. Adults observe and make assessments on children's progress and information is shared with parents and other Early Years Foundation Stage providers. Staff are confident that over a period of time all areas of learning are covered, however, there is limited documented evidence to fully support this. The interesting environment enables children to work and play at different levels. There is an area where cushions are available for them to relax, or they can be involved in activities organised at tables, or on the floor. Children are observed to enter the setting confidently and look pleased to be there. They easily access a broad range of toys and resources including those to be creative, use their imaginations, learn about the wider world and explore ways in which to use everyday technology.

Great emphasis is placed on involving children as much as possible. This includes children being involved in serving themselves to drinks, preparing food for everyone, washing up, tidying up and contributing their ideas. Children are confident at personal care routines, for example, applying sun cream prior to going out to play and have been involved in the settings process for risk assessment. Healthy options are included in the setting's meal menu and reminders are constantly aimed at children about the importance of having frequent drinks. A

sink in the kitchen area is used for hand washing, food preparation and cleansing crockery and cutlery. This system has not been endorsed by the Local Authority Environmental Health Department and can pose a potential risk to children.

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?	2
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?	4

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?	3
How well are children helped to stay safe?	3
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?	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:	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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