

Crescent After School Club

Inspection report for early years provision

Unique reference number	220010
Inspection date	16/06/2009
Inspector	Andrea Ewer
Setting address	Crescent Community Centre, Laburnham Crescent, Kettering, Northants, NN16 9PH
Telephone number	01536 415284
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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

Crescent After School Club opened in 1991 and serves the local area. It operates from a community centre within the market town of Kettering and they collect children from four local schools. Care is provided in a hall and the club use a small room and kitchen. Children share access to an enclosed area for outdoor play.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently seven children in the early years age range on roll and 52 older children who attend a variety of sessions. The club supports children with learning difficulties and/or disabilities.

Crescent After School Club opens daily during term time, all year round. Sessions run from 15.15 until 18.00. Six full time staff work with the children. Two staff hold a Level 3 in playwork and 2 staff are working towards a Level 2 in playwork. The setting receives support from the local authority Children's Information Service.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enjoy their time in the out of school club where they all feel valued as individuals and generally their needs are met. Partnerships with parents are effective in ensuring a continuous approach to children's welfare and staff are starting to develop partnerships with the school. Overall, children's safety is promoted well. Staff have not yet started to use self-evaluation to identify strengths and priorities for improvement.

What steps need to be taken to improve provision further?

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

- ensure continuity and progression by sharing relevant information with other settings children attend
- develop a systematic approach to using observations to monitor children's progress towards the early learning goals
- develop the use of self-evaluation to clearly identify strengths and priorities for development to improve outcomes for all children.

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

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 14/08/2009
- assign each child to a key person to ensure their individual needs are met through continuity of care. 11/09/2009

(Organisation)

The leadership and management of the early years provision

Records, policies and procedures required for the safe and efficient management of the provision are well maintained and inclusive for all who attend. Staff obtain useful information from parents about any specific needs children may have and use it to ensure they provide appropriate care. Space is generally well organised to allow children to participate in a wide range of activities. They make good use of the outdoor area most days and the main play area is set out attractively and provides a welcoming and child-friendly environment. Children are well safeguarded because staff understand the signs and symptoms of abuse and their role and responsibility in protecting them from harm or neglect.

Partnerships with parents are generally effective in promoting children's welfare. They share friendly relationships with staff where information about children is shared regularly, however, children are not yet grouped with a key person to ensure their individual needs are fully met. Staff have not yet extended partnerships with reception class teachers to further promote the integration of children's learning, welfare and development. Limited systems are in place to monitor and evaluate the provision, however, recommendations made at the last inspection have been completed, staff are well supported to develop their professional skills through training and the manager is aware of some areas to be developed.

Overall children's safety is promoted well. Staff are well deployed to maintain effective supervision of children both indoors and outdoors and suitable measures are in place to reduce the risk of accidents. Visual safety checks are carried out regularly by staff, however, a full risk assessment has not been carried out in line with the Early Years Foundation Stage welfare requirements. This does not fully promote children's safety.

The quality and standards of the early years provision

Children enjoy their time in the stimulating environment that overall complements the education and care provided during their time at school. They enthusiastically participate in the wide range of activities that they enjoy and overall promotes their learning in each of the six areas. Weather permitting children choose to play indoors or outdoors with activities that meet their individual needs and help them to relax after a busy day at school. For example, children expend excess energy and develop their physical skills as they play ball games outdoors whilst others enjoy using their imagination during craft activities and role play. At times children work together to make up a play or re-enact their favourite television programmes. They have free access to simple programmes on the computer and build models using construction toys. Staff know children well and are starting to record their observations of children, however, they do not show their progress towards the early learning goals. Children who have learning difficulties and/or disabilities

individual needs are met well and they feel fully included because staff obtain relevant information from their parents that supports them to provide appropriate care and activities.

Children have many opportunities to make choices, share friendly relationships with staff and respond well to simple explanations that remind them of the expected codes of behaviour. They actively participate in board games where they share and take turns appropriately and staff guide their play effectively as they interact warmly with them throughout sessions. As a result, children develop the habits and behaviour appropriate to good learners, their own needs and those of others.

Children develop simple good hygiene practices as part of daily routines, such as washing their hands at appropriate times. Staff maintain records that support them to promote children's good health. They obtain information about children's specific dietary and medical needs, obtain written consent from parents to seek emergency medical treatment or advice and accident records are accurately maintained. Children's dietary needs are met well. They help themselves to drinks and enjoy nutritious snacks that contribute to their healthy growth and development, such as French bread with cheese and pineapple, ham salad and yoghurt with biscuits.

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

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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 within the early years section of the report (Suitability and safety of premises and equipment)

14/08/2009

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 within the early years section of the report (Suitability and safety of premises and equipment)

14/08/2009