

Schools Out Henleaze Infant School

Inspection report for early years provision

Unique reference number EY359805
Inspection date 21/07/2009
Inspector Nigel Lindsay Smith

Setting address Henleaze Infant School, Park Grove, Westbury-on-Trym,
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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

Schools Out Henleaze Infant School is run by a limited company. It opened in 2008 and operates from Henleaze Infant and Junior Schools. The setting is situated in the residential area of Henleaze, Bristol. Children have access to enclosed outdoor play areas. The after school scheme is open each weekday during school term times from 15.30 to 17.30, and the holiday scheme for each weekday in every school holiday except for Christmas week, from 08.30 to 17.30.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the setting at any one time. There are currently five children in the Early Years age range on roll. The setting supports children with learning difficulties and/or disabilities.

There are 15 members of staff in the after school scheme, of whom eight hold appropriate early years qualifications to at least NVQ level 2, and 16 in the holiday scheme, of whom nine hold appropriate early years qualifications to at least NVQ level 2.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and enjoy their time in the club. Children's welfare is effectively promoted by the staff in order for their safety and well-being to be supported. Appropriate liaison with parents ensures that staff know the children sufficiently well, which enables their needs to be adequately met. The staff fully include each child within the inclusive setting. The setting is beginning to evaluate its practice but has not implemented the Early Years Foundation Stage (EYFS) in order to evaluate learning outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain a regular two-way flow of information with other providers of the Early Years Foundation Stage

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

- ensure that practitioners are observing children and responding appropriately to help them make progress towards the early learning goals (Assessment arrangements)

25/09/2009

The leadership and management of the early years provision

Staff organise the routine in the club so that children have a variety of play opportunities in a safe and secure environment. Children are given the chance to choose from a selection of resources that are readily available. They contribute to the planned activities, which are always available.

Staff receive an induction procedure and subsequent appraisals; they are encouraged to take up training opportunities. The club establishes relationships with parents through home visits before children commence, newsletters and an evaluation form. There is contact with the school, although this has not yet been established in relation to the EYFS.

Staff are friendly and know the children well. All children are appropriately included in the setting. There are good arrangements to include children with disabilities or learning difficulties.

A range of books and games enable children to celebrate the similarities and differences in a diverse society. They also taste food from different parts of the world. Children remain safe on the premises due to a thorough risk assessment, which is effectively implemented and backed up by daily checks. Children are safeguarded through staff members' secure understanding of child protection procedures.

The quality and standards of the early years provision

Children are happy and settled in the after school club. They enjoy organised craft activities. They choose games from a variety of table top activities and enjoy the attention and support of a member of staff. Daily planned activities include jewellery making, poster design and cake making. Children have regular opportunities for fresh air and physical exercise in the outside area through taking part in activities, such as running races. In poor weather they use the large hall for dodge ball, badminton, skipping and giant versions of chess and Jenga.

Overall, children are appropriately supported in enjoying their time at the club. Staff use their knowledge of the children to promote their social skills, such as helping them to join in and make friends. All children can choose an activity which is incorporated into the planning. They can also comment about the provision by using the suggestion box. However, the EYFS framework is not yet effectively implemented in the club.

Children enjoy healthy snacks of fruit, bread and a drink. They can help themselves to drinks at any time so that they do not become dehydrated. They learn the importance of a healthy lifestyle through making their own healthy pizzas. Good hygiene is promoted as they are encouraged to wash their hands regularly. They are appropriately supported in the event of an accident as there are always adults present with a first aid qualification, and accidents are recorded and reported to their parents.

Children play in safety through the careful supervision of staff. For example, a prominently displayed notice reminds them to inform staff when they are going to the toilets as there may be other people in the building. They learn how to keep themselves safe, for example through discussing road safety.

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?	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?	3
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?	2
How well are children helped to enjoy and achieve?	3
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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met