

Our Time After School

Inspection report for early years provision

Unique reference number EY380843
Inspection date 13/05/2009
Inspector Susan Victoria May

Setting address c/o Carrington Infant School, 2 Chapel Road, Flackwell Heath, Buckinghamshire, HP10 9AA

Telephone number 01628 529553

Email office@ourtimecs.co.uk

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

Our Time After School registered in 2008 and operates from the dining room, hall and green room of Carrington Infant School in Flackwell Heath, Buckinghamshire. All children share access to a secure outdoor play area. The breakfast club opens from 07.45 to 09.00 and the after school club from 15.15 until 18.00, Monday to Friday, during term time only. The children principally come from three schools in the local area. Staff collect some as part of the Buckinghamshire Walking Crocodile Trail scheme.

The club is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 40 children under eight years at any one time. They are also registered on the voluntary part of the Childcare Register. There are currently 60 children on roll, aged from four years to eleven years, of whom ten are within the Early Years Foundation Stage. The setting is able to support children with learning difficulties and/or disabilities and children for whom English is an additional language.

There are 16 staff working with the children on a full- or part-time basis. Of these, seven hold a nationally recognised qualification and two are working towards a childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children receive excellent support from staff who have a very clear understanding and knowledge of the children's individual needs. Children relax in the welcoming environment and have fun while staff ensure their learning and welfare needs are met. Planning is flexible as staff complete daily observations, taking into account the interests and development needs of all children. Open and friendly relationships with parents provide continuity of care as staff develop links between the schools and home. The provision's self-evaluation of its practice successfully identifies strengths and staff demonstrate their commitment to enhancing the children's care and learning as they constantly explore ways in which to improve their practices.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to review and update documentation

The leadership and management of the early years provision

Children are cared for extremely well in a secure, child-friendly environment where they can access a range of well maintained toys and equipment which is entirely

suitable for their ages and stage of development. Children play safely in areas set out to provide opportunities for a variety of play experiences and clearly enjoy their time at the club. A record is maintained of daily safety checks carried out and risk assessments are comprehensive, some of which are in the process of being reviewed and updated to accurately reflect the current provision. Evacuation procedures are practised with the children, and their effectiveness and any difficulties encountered are recorded and addressed. Staff members are well qualified and offer various specialist skills to support the children. For example, qualified sports assistants provide a daily range of activities to promote physical skills. Staff deploy themselves well and demonstrate an excellent awareness of the role of other staff and of the daily routines as they move around the areas. This ensures a fluid session as children move seamlessly through mealtimes and from one activity to another. There is a clear recruitment policy in place, which ensures all staff are vetted for their suitability and undergo a sound induction process that includes training in safeguarding children, first aid and knowledge of the provision's policies and procedures, to ensure positive outcomes for children are maintained. Regular staff meetings keep staff up to date with legislation and provide training and opportunities for discussion on how to move the club forward. To protect children all documentation, including accident and medication procedures, is in place and clear registration and visitors' procedures ensure staff are aware of who is on site at all times.

The quality and standards of the early years provision

Staff have a thorough knowledge and understanding of the Early Years Foundation Stage and therefore children's progress towards the early learning goals is extremely well supported. Staff meet together to plan future events and activities and there are systems for observing and assessing children's development to effectively recognise and assure consistency when planning for their next steps. Staff recognise the benefits of sharing records with parents and, while they have excellent exchanges with parents to discuss children's progress, are continually working to improve links. Children are very happy and settled within the environment. They enjoy each other's company, behave well and show respect and affection towards the staff. They are encouraged to feel a sense of ownership in the club as they devise their own ground rules, decide what activities they would like to use and show care when using the equipment. A very good range of age-appropriate resources is available to the children and they quickly become involved. For example, children in the role play area set out tables and chairs, lay the table and prepare a meal, while others decorate photo frames, use art and craft materials to develop their creativity or build with construction bricks to promote new skills and reinforce existing ones. Children's social skills develop as they assist one another, sit together for tea and chat sociably to each other and adults. Children are keen to express themselves and their ideas because staff are interested in what they have to say, listen carefully and respond appropriately, often using questioning and discussion techniques to help children think and solve problems for themselves. Children enjoy access to a range of mark making materials, such as pencils, glitter, textured papers, glue and scissors. Games and activities are available to promote early mathematical skills. For example, children have a range of board games in which they count, recognise shapes and have to

use strategies to outwit their opponents. Children have opportunities to access information and communication technology to support their learning.

Children enjoy a varied and healthy range of meals and are beginning to learn about healthy eating through topics and discussion. Staff provide clear role models as children observe them as they prepare meals, washing hands and wearing aprons and wiping tables with anti-bacterial spray to prevent the spread of germs. Children are encouraged to follow good hygiene practices to effectively promote their good health, such as receiving gentle reminders about hand washing before tea to prevent the spread of germs. Children experience high levels of supervision and are developing a clear understanding of how to keep themselves safe. For example, as they walk from local schools to the club, staff help children begin to learn about road safety. Children enjoy a wide range of physical activities as they access the sports hall and school playing fields. This helps contribute to a developing understanding of a healthy lifestyle. Children learn about the wider world through an extensive variety of resources, such as small world toys, musical instruments, food, books and role play equipment and through celebrating different cultural festivals.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

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