

Fair-Play ASHC

Inspection report for early years provision

Unique reference number EY300203
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Inspector David Wynford-Jones

Setting address Icknield Walk First School, Poplar Close, Royston,
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Fair-Play ASHC registered in March 2005 as an out of school club and holiday care provision. It is sited within Icknield Walk Lower School, in Royston, Hertfordshire. The setting is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The provision operates from one main room and has the use of the school hall. There is access to an outdoor play area and the playing field. The after-school club runs from 15.15 to 18.00 each weekday during term time only. The holiday club operates during the half term breaks and for part of the main holidays.

There are currently 60 children aged from four to under 11 years of age on roll. A maximum of 30 children may attend the after school club or the holiday club at any one time. Children come from the local and surrounding community. Currently, children from five local schools attend.

The clubs are able to support children with learning difficulties and/or disabilities and those who speak English as an additional language. There is suitable access for children and adults with physical difficulties. There are seven staff and four, including the manager, hold appropriate early years qualifications. Fair-Play ASHC receives support from the local authority.

Overall effectiveness of the early years provision

Provision at Fair-Play ASCH is satisfactory. The inclusive approach ensures that the needs of early years children are met adequately. Satisfactory leadership and effective team work ensure that all children are happy and well cared for. As a result, the children want to attend and enjoy the time with their friends. They play well together in the classroom and outdoors. The commitment to doing the best for children demonstrates that the setting has satisfactory capacity for further improvement.

What steps need to be taken to improve provision further?

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

- refine planning so that what children are going to learn is clear, age related and meets the different needs of each child
- strengthen procedures so that arrival and departure procedures are even more robust
- foster links with the children's schools so that there is a sharing of information about the children's attainment, progress and individual needs.

The leadership and management of the early years provision

A strength of Fair Play ASCH is its success in promoting inclusion. Children from five different schools are all made welcome. The children form strong friendship groups and show respect for each other. The relationships between adults and children are good.

The setting is led and managed satisfactorily. The play leader has a sound understanding of the setting's strengths and areas for development through the approach taken to self-evaluation. The issues identified at the last inspection have been tackled satisfactorily. All relevant policies are in place and were reviewed within the last twelve months. The success in dealing with areas identified as in need of improvement in the past, together with the increasing focus on self-evaluation, shows there is satisfactory capacity for continuous improvement.

Procedures for safeguarding children meet requirements. Routine risk assessments are satisfactory and are undertaken on a regular basis. The safety and welfare of the children has an appropriate emphasis. Accidents are dealt with well because all members of staff have first aid qualifications. Records are maintained so all are aware how accidents are handled. There are satisfactory signing-in and checking procedures. At the end of the after school club the children are handed over safely to the named person. Nevertheless, there is scope to make arrival and departure procedures for staff and children even more robust to ensure that potential risks are reduced to an absolute minimum. Any unexplained absences are followed up swiftly.

Links with parents are good. Systems for communication, including informal dialogue and by newsletter are firmly embedded. Staff seek to involve the parents in developing the provision and to solicit their view. Overall, parents are happy with the provision. They appreciate the regular contact with members of staff at the end of sessions. They feel that their children are well-cared for and enjoy attending the sessions. However, the setting does not routinely share information with teachers at the schools which the children attend. This limits them in their ability to ensure that particular needs of individual children are met fully and that children are making the best possible progress towards the early learning goals.

The quality and standards of the early years provision

Relationships are good. Strong links are fostered as the children quickly develop their relationships with their key worker. As a result, the children behave well and are polite. They know they can turn to any member of staff if there are any concerns. Children understand and are familiar with safety routines, such as signing in and out and fire evacuation. They say they feel safe within the setting and enjoy the sessions.

There is a sound structure to the after school club sessions. Following registration, the children choose their snack or take part in their chosen activity. This promotes their social development and independence effectively. Discussions with the

children demonstrate that they know about the importance of personal hygiene, have a satisfactory understanding of healthy eating and the importance of taking regular physical exercise.

Children are provided with a wide range of opportunities which successfully promote their personal development and in developing their ability to become independent. Daily planning clearly identifies an adult-led activity with a wide range of choice of child-initiated activities. Planning tends to state what the children are 'going to do' rather than what they are 'going to learn'. As a result, staff and children are unclear about the educational purpose of the activity. The links to, and the inclusion of, the six areas of learning are not explicit. Children's views on the adult-led activities are sought and used to inform future planning.

A good range of equipment is available for the children to use and enjoy. This includes small games and construction equipment, computers and materials for creative activities such as junk modelling. This is supplemented by an array of outdoor equipment such as scooters, balls and other small games apparatus. All treat the club and their peers' property with respect. They share and play with it sensibly. The children are encouraged to make a positive contribution to the community by taking responsibility, sharing games and developing friendships with children from other schools.

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?	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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.