

Casa Club

Inspection report for early years provision

Unique reference number EY334033
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Inspector Rob Crompton

Setting address St Joan's Hall, St. Polycarps RC Primary School, Waverley Lane, Farnham, Surrey, GU9 8BQ
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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

The Casa Club re-registered in 2005 under a sole ownership, and is one of six clubs. The after-school club operates from St Joan's Hall at Polycarps Roman Catholic Primary School in Farnham, Surrey. The club is on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register. Children use the main hall and committee room, and share access to secure outdoor play areas. All children presently attending are drawn from the adjoining school. There are currently 58 children from four years to 11 years on roll, five of whom are in the early years age group. A maximum of 40 children may attend the club at any one time. The club is open each weekday from 15:15 until 18:00, term time only, and a light snack is provided for tea. The club supports children with learning difficulties and/or disabilities and who speak English as an additional language. There are between three and five staff working with the children, varying on different days. Of these, two have an early years qualification at the equivalent National Vocational Qualification level 3, and one at level 2 and two are just starting their level 2 qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

The provision is good. The children that attend the club after school enjoy themselves. The programme of activities provides good coverage of the six areas of learning. All staff are fully committed to the children in their care and relationships between adults and children are excellent. Parents are very happy with the provision. Inclusive practice is promoted well and there is a good capacity to improve.

What steps need to be taken to improve provision further?

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

- refine assessment procedures to provide cumulative evidence of children's development in the six areas of learning

The leadership and management of the early years provision

Provision for the Early Years Foundation Stage is managed well. The club manager ensures all children attending are happy and safe. The programme for the children attending each session meets their needs and promotes all areas of learning well. Systematic planning means that children benefit from a balanced programme across all six areas of learning. Staff support children's learning and development well and, through regular training, are aware of the Early Years Foundation Stage requirements and guidelines. The manager meets daily with the staff team to review provision and plan accordingly. There is a regular cycle of monitoring, evaluation and development planning. Staff meet the Reception teachers at the

feeder school each half-term to discuss curriculum themes and share ideas about how these can be pursued at the club. Children are well looked after and safeguarding procedures are rigorous.

The quality and standards of the early years provision

Parents are made welcome and appreciate the warm friendly atmosphere. They feel safe in the knowledge that their children's welfare is given a high priority. One commented, 'the staff are wonderful and take such good care of the most important person in my life'.

The main room is set out with a good range of floor and table top activities as children arrive. A purposeful atmosphere pervades the club and the under-fives benefit from playing alongside older children. This supports their social development effectively and helps them gain confidence in communicating. The snack on arrival is a calm occasion which also helps the children to gain good social skills. Staff take every opportunity to engage children in talking about what they are doing and provide good role models for social and language development. They lead some specific activities and encourage children to join in. Otherwise, children develop their independence through choosing what to do. They often choose the magnetic letters to attempt making simple words. A smaller room with soft furnishing provides opportunities for story telling, reading and other quiet activities. Playing with puppets in the puppet theatre sparks children's imaginative play and promotes their self-confidence and language development. In carrying out small tasks, such as helping to put away equipment and tidying up at the end of a session, children learn that they can and should make a contribution to the smooth running of the club. The strong emphasis on cooperation, taking turns and sharing, develops important social skills for later life. Older children too provide good roles models in this regard.

Playing with large building blocks and construction apparatus provides children with good opportunities to explore shape and work cooperatively together. Children choose from wide range of games, which involve counting and sequencing activities. Children's knowledge of the world outside their immediate environment is promoted well. Recent activities have included visits from a veterinary surgeon, the police and a re-cycling team. Children have access to climbing apparatus in the adjacent school playground and enjoy floor games with a parachute. They take part in indoor hockey and netball with the older children. Such activities, promote their physical development well. Art activities, such as painting and collage work are set up everyday and encourage children's creative development.

A promising start has been made in recording observations to build up a picture of children's development. The staff acknowledge that there is scope for a more systematic approach, in order to keep an eye on children's development across all six areas of learning.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
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?	2
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?	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?	2

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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