

Holly Spring Out of School Club

Inspection report for early years provision

Unique reference number

119263

Inspection date

18/03/2009

Inspector

Graham Stephens

Setting address

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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

Holly Spring After School and Holiday Club was registered in 1999. The club operates from two classrooms in the Holly Spring Infant School, Bracknell, Berkshire. The club gives priority to children who attend the infant and junior schools or are resident in the local community. Children from other schools in the area may attend the club. The club is registered to provide care for 32 children between the ages of four to eight years old, and also accepts children up to the age of 11. There are currently 26 children on roll. The after school club is open five days a week during school term times between 15:20 - 18:00. The holiday club is open during the school holidays between 08:45 and 17:30. There are six members of staff who work with the children, one full time and the rest work on a part time basis. Over half the staff have early years qualifications to NVQ level 2 or 3. Other staff are working towards a childcare qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

Holly Spring After School and Holiday Club are registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Staff have created a safe and welcoming environment in which procedures to promote the safety and well-being of the children are secure and where all children have equal access to a wide range of learning opportunities. The manager has reviewed both procedures and provision and, as a result, good progress has been made since the last inspection. Assessment procedures are at an early stage of development, and the pace with which closer links are developing, particularly with the infant school, needs to increase. Further improvements are planned and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- systematically record evaluations of children's progress so that planning is better informed and more sharply focussed on meeting the children's individual needs
- ensure that regular links are made with the infant school's Early Years Foundation Stage to help staff take account of the wider experiences of the children when planning activities for them in the club

The leadership and management of the early years provision

On-going self evaluation takes place and consequently the manager has a good understanding of how the setting might continue to improve. The need to embed recently introduced assessment procedures and to build even closer links with the

Early Years Foundation Stage provision in the infant school have been identified. Currently assessment procedures are informal, although agreement has been reached for the club to use school record forms. This will help enable staff from both the club and the school to keep each other very well informed about the welfare, learning and development needs of the children and the progress that they make. The club has access and use of one of the school's early years classrooms and many of the resources it contains. Further development of these links will also better inform staff so that they can plan activities that complement those that have taken place in the school and also better meet the needs of the children according to their age and stage of development.

All required records, policies and procedures are in place and contribute to the efficient management of the setting. Staff are deployed carefully to ensure that they have a good oversight of the children. They know them well and effective safeguarding systems protect the children and provide for their physical, social and emotional needs. Staff understand child protection procedures well, and systems are in place to check on all adults who work in the setting. Staff seize the opportunity to discuss the children with parents when they are collected. Parents confirmed that they are kept well informed about all activities and that procedures, for example, regarding the administration of medicine are rigorously applied.

The quality and standards of the early years provision

Children enjoy this club and they enter with enthusiasm. They are warmly welcomed and know that they must wash their hands before and after snacks and also why they need to have clean hands at mealtimes. They understand the importance of healthy living. They are provided with good opportunities to help them make progress in all areas of learning. They make a positive contribution because they are consulted about the activities that they undertake and their opinions are taken into account when activities are planned. A good range of resources provides opportunities for children to make choices. Children have many opportunities to work together, for example in the role play area. They also mix and play with the older children who are sensitive to their needs and are encouraged by staff to be very good role models. Staff are skilful at interacting with the children, encouraging them in their activities and ensuring that they develop an increasing awareness of how to stay safe. This was observed outside in the very well equipped playground where children made full use of the wheeled vehicles and adventure trails. Children know that they are not allowed to stand on skateboards until they are older and why it may be dangerous to do so. Children have access to plenty of fresh air and exercise. They understand what constitutes a healthy lifestyle. Children behave well and understand that there is an agreed code of behaviour. They are also very happy in the setting. They feel secure and confidently approach adults to share either experiences or concerns. There is an appropriate emphasis on safety and careful supervision helps children understand the importance of behaving sensibly and showing regard for each other. There are good procedures in place to record the arrival and departure of the children.

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

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