

Denmead Express

Inspection report for early years provision

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Inspector Beryl Richmond

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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.

Description of the setting

Denmead Express was registered in 2006 and is a satellite scheme of an existing out of school club run through Hampshire County Council. It operates from Denmead Infant School. Accommodation includes one large classroom area with adjacent corridor space and access to kitchen and toilet facilities. Children also have use of the outside playing area and the school hall. There are computers, including laptops available in the classroom. A maximum of 26 children may attend the club at any one time and it is the policy of the group to accept children from four to 12 years of age. There are 40 children on roll of which four are in the early years age group. Children may attend from Denmead Infant and Junior Schools and those coming to the club from the Junior School are collected by out of school club staff. The group welcomes children with learning difficulties and/or disabilities and those learning English as an additional language. The club is open from Monday to Friday, from 15:30-17:30 during the school term. There are four members of staff employed to work with the children, two of whom have at least a level 3 National Vocational Qualification for child care. Denmead Express is currently seeking to recruit a manager. It is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Denmead Express provides well for its children enabling them to enjoy a wide range of interesting and stimulating activities. Arrangements to ensure children's welfare and safety are good and staff provide good support for all children. Because of good partnerships with parents and friendly encouragement from staff, children settle happily and are fully included in activities. Leadership and management and their capacity to bring about further improvement are good, although there is scope to improve self-evaluation so the staff can assess the impact of their work on the children's personal development and achievement. The management of Denmead Express is not complacent. There is a strong commitment to further improvement.

What steps need to be taken to improve provision further?

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

- improve self-evaluation to ensure that it helps the staff to check the impact of the work of the out of school club on children's personal development and achievement

The leadership and management of the early years provision

The staff have addressed well the welfare point for improvement recommended in the last inspection report. In order to safeguard children, all legally required policies and procedures are in place and risk assessments are carried out effectively on a daily basis. Children are supervised very well. Thorough checks are

made on the suitability of staff to work with the children and safe recruiting procedures are always implemented. Accident books and medication details are very well documented. Staff have undertaken the relevant paediatric first aid training so that they can deal effectively in the first instance with any emergencies. Fire drills are regularly carried out and procedures are evaluated to ensure children evacuate the building as quickly and safely as possible. The staff have received the relevant training in the Early Years Foundation Stage and plan effectively using stimulating weekly topics that cover all the areas of learning well. Although the planning is brief, resources and activities meet the needs of the various ages of the children well. Each child in the Early Years Foundation Stage age group has been assigned a key worker and staff have been trained in how and when to assess children's progress. They have just started to establish relevant records. Staff have good relationships with parents on a daily basis, including using an effective text messaging system to ensure rapid and up-to-date information is shared. Questionnaires are used to gather information from parents and this information indicates a high level of satisfaction with the club. Staff also keep parents up-to-date with written information, which is sent home and also displayed on the club notice board. The setting is welcoming to all children and staff understand their needs well. Because of the good and improving provision, it is clear that self-evaluation has been effective with the full involvement of all staff. Children are also asked on a regular basis about how they would like their club to improve. Currently more sports equipment is being purchased in response to their requests. However, the process of self-evaluation does not sufficiently include information about the impact of the provision on children's achievement and personal development. A satisfactory start has been made on this.

The quality and standards of the early years provision

The indoor area is relatively spacious and well organised and resourced so that children can move around easily and access resources well. The extensive outdoor areas are well resourced with a good range of equipment so that children can climb, explore and develop their spatial awareness and physical skills. Outdoor activities are a regular feature of the opportunities offered to children, including sand and water activities and large construction equipment. Children benefit from the use of the infant school hall so that they can enjoy physical activities. There is a very positive atmosphere in the club and children confidently enjoy their time there. Staff have a consistent approach to modelling good behaviour that enables the children to stay safe and healthy. Consequently, children's behaviour is excellent. Children are developing good habits like washing their hands before eating the healthy snack provided for them. 'Snack and chat' gives a good opportunity for children to develop their social and language skills. Relationships are excellent and staff interact very well with children by questioning and encouraging them, particularly on a one-to-one basis. Children have good opportunities to develop language skills through role play and have regular opportunities to share their news with other children. They also have good opportunities to extend their thinking and learning when completing puzzles together. Older children enjoy supporting younger children, which helps them to develop their skills in various ways as well as modelling good behaviour for younger children.

Weekly planning has an overall theme related to one area of learning, for example, 'Under the sea', to develop children's knowledge and understanding of the world. Other areas of the curriculum are linked to this theme. Because of this, activities and learning are meaningful for the children and the club is successful in catering for children's interests. Consequently, all the children engage well with their chosen activities. Individual records have recently been established of children's achievements to provide a more complete picture of their interests and progress.

There are good opportunities to develop counting skills by, for example, playing board games together and to develop information and communication technology skills as the club is well resourced with computers and laptops. Creative skills are developed well through, for example, junk modelling, marble painting and making pictures using pasta. Children make a positive contribution to their club by behaving very well and helping with jobs like tidying away. Their economic well-being is developed well because there is a very strong emphasis on the development of effective social skills and a wide range of other skills, particularly speaking and listening.

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?	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?	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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