

Hippo's Club

Inspection report for early years provision

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Inspector

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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 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

Hippo's Club is run by the Hippo's Club committee. It opened in 2003 and operates from the hall, dining room and two classrooms at Saint Austin's Roman Catholic Primary School. There is access to a large outdoor area. The setting works in partnership with the school, and serves the families of children attending the school. A maximum of 24 children may attend the club at any one time. There are currently eight children in the early years age group. The club is open each weekday from 07.45 to 08.45 and from 15.15 to 18.00 during term time.

There are currently 65 children aged from five to 11 years on roll. The club supports a number of children with learning difficulties and/or disabilities and has access for people with disabilities.

The club employs six members of staff. Of these, four hold appropriate early years qualifications.

Hippo's Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Provision for children in the setting is good. Children enjoy coming to Hippo's Club, where staff are enthusiastic and committed to providing the very best. It meets the needs of children successfully. The setting has established particularly effective links with the main school. There is a good focus on ensuring that everyone is treated equally and the setting is very inclusive. It has a good capacity to continue to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that assessments are used effectively to plan the next steps for children's learning and development
- make all year round use of the outdoor environment to support children's learning and developmental needs
- take steps to value and promote children's creativity effectively

The leadership and management of the early years provision

The leadership and management are well focused on children's welfare, learning and development, and as a consequence the setting works well. It has a clear idea of its strengths and weaknesses and its good focus on children's needs means that improvements are well targeted on what is important. Parents and children are regularly consulted about their views, and increasingly this information is now used to inform self-evaluation. Staff are well qualified, enthusiastic, and work well

together and this means that the setting runs smoothly and children feel secure.

Parents speak very highly of Hippo's, they feel that their children really enjoy attending, that they are well cared for and that good communication between school and club ensures that messages are passed on. Staff work very closely with the school. They liaise well on issues concerning children's welfare and to ensure that they do not cover the same activities. They have adopted the school's discipline policy; something which the children really seem to appreciate, mostly because they look forward to receiving the rewards for good behaviour. Links with other settings that children attend are not as well established.

The safeguarding of children has a high priority and all appropriate policies are in place and adhered to. Staff are clear about child protection procedures and are currently in the process of updating their training. All staff are first aid trained and the setting makes satisfactory arrangements for children who feel unwell. The setting meets the requirements of the compulsory and voluntary parts of Childcare Register.

The quality and standards of the early years provision

Staff have good knowledge of the requirements of the Early Years Foundation Stage and this means they are able to provide good levels of support for children's learning and development. Staff work alongside children and this enhances the experience and effectively helps children to improve their skills and increases their confidence. For example, in a game of Piggy-in-the-Middle an adult joined in, gave encouragement and made the game fun. This enabled a five-year-old to access the game and in turn, to improve her ball skills.

Children make friends and join in well. They especially like the fact that they play alongside older children. When asked about this one girl said, 'That's what makes Hippo's special'. Children are friendly, confident and talk enthusiastically about what they doing.

The very attractive, very safe and well-resourced outdoor area is used to provide a good range of experiences, but less use of it is made during periods of inclement weather and this is something the setting knows it needs to address. The setting is well resourced with equipment and games that are appropriate and matched well to children's different learning and development needs. For example, there is a good range of different sized brightly coloured balls which means that children can use a ball best matched to their skill level. Staff monitor and make assessments on what children can do and ensure they give the correct support. For instance, a child was having difficulty forming the letter 'S'. Staff discussed this with his class teacher and took appropriate steps to support him. However, written assessment that clearly identify the next steps for learning is not well established. Children have good opportunities to be creative but the work that children do is not always valued as highly as it might be. Overall, activities are very appropriate for the type of setting, cover the areas of learning well and there is a good balance between those that are led by adults and those which children choose themselves.

Children's well-being has a high priority, and of particular note is the way in which groups are organised to ensure that those who are new to the setting or come infrequently are teamed up with a child that is familiar to them. Staff are vigilant about health and safety matters. Children respond well to this and know they must wash their hands before eating fruit, and are keen to exercise in the fresh air. Children are taught how to be safe and consequently know how to use a zebra crossing correctly. Children clearly enjoy learning and are pleased when they have mastered a new skill. For instance, a girl dressing a doll, was particularly triumphant when after a long tussle she succeeded, at last, in getting a pair of trousers on to the doll. Children respond to expectations about how they should behave and in this way make a good contribution to setting. They are encouraged to show respect towards each other and as a result the setting is harmonious and children feel safe. The skills that children will need for their next stages of education are encouraged effectively and as a result children get on with each other well, and work together harmoniously.

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