

# George Fentham Before & After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	261012
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	George Fentham Endowed School, Fentham Road, Hampton in Arden, Solihull, West Midlands, B92 0AY
<b>Telephone number</b>	01675 442895
<b>Email</b>	
<b>Type of setting</b>	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**

George Fentham Before and After School Club opened in August 2001 and is run by a voluntary management committee. The group has two registered buildings which are based on the George Fentham CE Endowed Primary School site in the village of Hampton in Arden. The before and after school group operate from a mobile unit, whilst the wrap-around nursery group use the main school's nursery unit. The group has access to several outdoor play areas. Children attend from the local and surrounding villages. The setting is on the Early Years Register, and the compulsory and voluntary Childcare registers.

The provision is registered to provide care for 44 children at any one time. There are currently 62 children on roll from three to eight-years-old, of whom 30 are in the Early Years Foundation Stage age group. The group also offers care for children up to the age of eleven-years-old. The setting is not registered for nursery grant funding. Children attend for a variety of sessions. The group has strategies in place to support children with learning difficulties and/or disabilities.

The Before and After School Club is open from 08:00 to 09:00 and from 15:20 to 18:00, Monday to Friday, and the wrap-around nursery group runs from 11:30 to 18:00, during term-time. Currently there is level access to the nursery unit for persons with disabilities, but not to the mobile unit.

There are four staff who work with the children. Three staff members have early years qualifications to National Vocational Qualification Level 3 and one holds the NNEB (Nursery Nurse Education Board) qualification. The setting receives support from the Solihull local authority's Early Years Department, and has links with the George Fentham CE Endowed Primary School.

## **Overall effectiveness of the early years provision**

The overall effectiveness of the provision at George Fentham Before and After School Club is good. The needs of all groups of children are met well including those with learning difficulties and/or disabilities. The provision for children's welfare is outstanding, and the children make very good progress in their personal and social development. The setting enjoys a good partnership with parents and with the school. The management demonstrate good leadership and have the capacity 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:

- develop further the use of self-evaluation in order to identify areas for improvement
- make references to the six areas of learning in curriculum planning document
- ensure the up to date CRB list is available on the premises at all times.

## **The leadership and management of the early years provision**

The manager has shown good leadership by ensuring all the issues from the previous inspection have been successfully addressed, and has put structures in place to evaluate planning and assessment through regular staff team meetings. A strong partnership with the school ensures that information helpful to the welfare and development of children, and in particular those children with learning difficulties and/or disabilities, is shared regularly. The setting keeps up to date with developments through attending network meetings run by the local authority Early Years Development Officer. Partnership with parents is good with information being shared through regular newsletters and face-to-face meetings. Parents are fulsome in their praise for the quality of provision for their children, and for the friendliness and flexibility of the staff.

A building fund is being made available by the local authority to extend the existing nursery unit in 2010. Rebuilding of the accommodation in 2010 will allow, for the first time, the setting to have the necessary toilets and water supply within its own area.

The manager has a strong and experienced staff team who are involved in the evaluation of the setting's strengths and areas for development. They have begun to use the self-evaluation form, but this is at an early stage and requires further development for it to be effective in driving forward improvements.

All policies and procedures are in place, having just recently been completely updated, and the setting has good safeguarding procedures in place. Rigorous vetting procedures are in place for prospective employees and all necessary checks are carried out. However, details of criminal record police checks on staff are not currently kept on the premises as required.

## **The quality and standards of the early years provision**

All children receive a warm welcome when they arrive at the setting after school, and consequently they feel very much at home in familiar surroundings. They enjoy coming to the club not only to meet and be with their friends but because there is good provision of interesting and enjoyable activities for them to aid their learning and development. The setting places great emphasis upon children developing independence and on making their own choices, and this enables them to follow their own interests and to become confident learners. A number of group activities are provided which offer the opportunity to do something new and interesting, and that the children enjoy such as flag or scarecrow making. These give children the opportunity to use and further develop their creative and fine motor skills. Outdoor play is available daily, weather permitting, allowing children to engage in regular physical activity, as well as develop sporting skills. A range of resources of good quality are available to enable them to build climbing and exploratory zones with large inter-connectable equipment, and large construction toys. Good levels of co-operation exist among the children and this contributes significantly to their social development. This was especially evident when children

were building a marbles tower.

Staff provide reinforcement of basic skills learned in school through activities and games involving numbers and letters sounds. These provide a lot of fun and provoke much laughter between adults and children, assist children's progress and build on the positive relationships that exist in the setting. All staff participate in the planning stage and in ensuring activities match the needs of children appropriately. However, the planning documents do not always make clear references to the six areas of learning.

The promotion of children's welfare is outstanding. Every precaution is taken to ensure the safety and well-being of the children in their care. The children develop a very good understanding of their own safety through road safety activities, visits from the local police force and fire service. Regular risk assessments are carried out to ensure the premises and resources are safe for the children.

Healthy lifestyles are encouraged through regular participation in physical activity, including sporting activities and skipping. The setting is moving towards the provision of healthy snacks through the introduction of fruit and other foods containing reduced sugar and fat content.

The setting ensures that children thoroughly enjoy their time in the club and that they achieve very well especially in their personal and social development. They are extremely co-operative with one another and with the staff, they help with tidying away at the end of activities, contribute ideas for activities and through circle time they help to develop the club rules. They are being prepared very well for the next steps in their education.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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