

Highway Farm Activity Centre

Inspection report for early years provision

Unique reference number

EY339547

Inspection date

27/05/2009

Inspector

Heather Tanswell

Setting address

Highway Farm, Loscombe Road, Four Lanes, Redruth,
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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

Pirates Holiday Play Scheme and Highway Farm Out of School Club are run by a private partnership that operates under the name of Highway Farm Activity Centre. It opened in 2006 and operates from purpose-built premises, of which they have sole use, situated on the edge of the village of Four Lanes, close to Redruth, in Cornwall. The setting is registered to care for a maximum of 24 children in the early years age range at any one time and also offers care to children aged over five years to 14 years. There are currently four children in the early years age range and 56 children aged between five and 14 on roll. The provision is on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and/or disabilities.

The play scheme is open each weekday from 08:00 until 17:30 during school holidays except Christmas and provides after school care from 15:15 until 18:00 during term times. All children share access to an outdoor play area and the premises are fully accessible. Children come from a wide area to attend the holiday play scheme, and many attend local schools, nurseries or pre-schools. The play scheme employs five staff including the owner. All of the staff, including the manager hold appropriate early years and/or play work qualifications. The setting receives support from the local authority and is a member of 4 Children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The emphasis placed by management and staff on developing supportive relationships and listening to families and children makes sure everyone feels valued in the setting and that children's needs and choices are known and fully respected. The range of facilities on offer, the opportunities to explore outdoors and the well-qualified, highly motivated owner combine to create a setting in which children's welfare, learning and development are carefully considered and planned for. Systems to review practice effectively identify strengths and promote ideas for further development to enhance the quality of the setting and provide challenging experiences for children of all ages.

What steps need to be taken to improve provision further?

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

- ensure the premises are secure and that staff always monitor access to keep children safe and provide a warm welcome on arrival
- update the child protection policy to ensure the written procedures are clear about what action will be taken in the event of an allegation being made about a member of staff
- build on the observation, planning and assessment systems already in place to support and extend children's learning and development further and to create records that are clear and accessible to everybody that needs to see them.

The leadership and management of the early years provision

The management team are focused on safeguarding children and helping them make good progress by developing their independence, ideas and confidence to succeed. Children and parents are fully involved in evaluating the quality of the provision leading to ideas and plans for future improvement. Regular team review of best practice guidelines, staff training, dynamic risk assessments, policies and procedures brings about improvement in the quality of the setting overall and greater opportunities for children to play and learn in safety. Staff occasionally become so involved in setting up activities with the children they forget to monitor access to the premises to ensure security and a friendly welcome. Although management knows the correct procedure to follow if ever an allegation is made about the suitability of a member of staff, the wording of the policy is not as clear.

Parents receive good quality information about the provision, the local community and complementary early years services. They are encouraged to share what they know about their child, especially when they first start to attend the setting. There is a good two-way flow of information through discussion, which is used to include children into the group, help them make progress, and feel valued as individuals. A flexible approach to planning, assessment and target setting, means that staff can adapt promptly to children's changing needs and interests, with due consideration for their patterns of attendance. Systems to build up written records of learning and development are under consideration, for example, by using photographs linked to practice guidance, to create evidence to share with parents and any other provider that contributes to the care of children who attend more than one setting.

The quality and standards of the early years provision

Children settle in and enjoy themselves in a rich and varied environment that gives them the confidence to explore, try out new ideas and play alongside older, more experienced children. Children's eyes light up at the thought of making their own puppets for the first time. Their initial uncertainty about how to proceed disappears with the helpful advice and comments from their key worker with just enough guidance and empathy to encourage children to try out new ideas, stay safe when using equipment such as scissors, and succeed all by themselves. As a result, children stay highly motivated, persist at activities for lengthy periods of time, display great pride in their achievements and develop a positive disposition toward all areas of learning.

The use of relaxed conversation and relevant questioning helps children think their ideas through, develops their awareness of the needs of others and promotes progress in all areas of learning. Children reflect on their knowledge, practise new vocabulary, are very well behaved and keen to take part in activities they choose for themselves as well as routines such as setting up and tidy up times. Children learn to understand how their actions affect the feelings of others and respect for their own and others' culture through meaningful activities and discussions with staff as situations arise in everyday play and routines.

The exciting outdoor environment and visits to local places of interest offer children the opportunity to do things in different ways, explore the natural world, try challenging activities like den building and play out in the fresh air, all of which promotes their good health, emotional well-being and future success. The safe and supportive environment enables children to thrive alongside older children and their siblings.

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?	3

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?	3
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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