

Rising Stars At Datchworth

Inspection report for early years provision

Unique reference number	EY370690
Inspection date	19/05/2009
Inspector	David Wynford-Jones
Setting address	All Saints Primary School, Hollybush Lane, Datchworth, Herts, SG3 6RE
Telephone number	01438 812 381
Email	
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

Rising Stars at Datchworth is one of two settings owned by Rising Stars Pre-schools Limited. This after school club opened in April 2008 and operates from a classroom in Datchworth All Saints Primary School, Datchworth, near Stevenage, Hertfordshire. The setting also has the use of the school hall and a secure enclosed outdoor area.

A maximum of 20 children from four years to under eight years may attend the setting at any one time. Children aged from nine to 11 also attend the setting. The club is open each weekday during term time only and sessions are from 15:00 until 18:00. Only pupils attending the school may enrol. It is able to support children with learning difficulties and/or disabilities and also those who speak English as an additional language. There is suitable access for children and adults with physical disabilities.

The setting is registered on the Early Years Register and under the voluntary and compulsory parts of the Childcare Register.

The after school club employs three staff. Of these, two hold appropriate early years qualifications. The setting is a member of the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

This is a satisfactory setting with sound capacity for further improvement. Rising Stars meets the needs of the early years children satisfactorily.

Leaders ensure the setting is welcoming and inclusive. The children want to attend and enjoy the sessions. They play well together in the classroom and outdoors.

What steps need to be taken to improve provision further?

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

- improve the quality of planning by including learning objectives that are explicit, clear and that are matched to the needs of the children
- be more rigorous in undertaking and recording risk assessments
- ensure parents are given more information about the non sporting activities the children undertake
- ensure a copy of the public liability insurance certificate is available for scrutiny by parents.

The leadership and management of the early years provision

Rising Stars at Datchworth after-school club is led and managed satisfactorily. The joint leaders have only recently taken over the role and are developing a sound

understanding of the setting's strengths and areas for development. As yet, they still have to formally record their evaluations.

The staff have successfully promoted the children's enthusiasm for the after school club and developed good relationship with parents. A strength of the provision is the promotion of inclusion. All children are made welcome and encouraged to feel part of the club. The children form strong friendship groups and show respect for each other. The relationships between adults and children are good.

All relevant policies are in place and have been updated since January 1st 2009. Although the overall quality of the documentation is satisfactory, certain documents are not sufficiently precise. For example, risk assessments are undertaken on a regular basis but the check sheets lack clarity and do not include areas other than the classroom. In addition, there are no records of fire evacuation drills. Adequate safeguarding checks are undertaken regarding all members of staff but their details are not recorded on a single register, which limits ready accessibility. The setting does not adequately display basic information for parents. For example, the setting's complaints procedure and its public liability insurance certificate are not on display for public scrutiny.

The welfare of the children is satisfactory overall. There are satisfactory systems for registering children at the start of each session and for handing them over to their parent or carer at the end of the day. Occasional accidents are dealt with well because all members of staff have appropriate first aid qualifications. The children feel safe and from their knowledge of school routines have a good understanding of safety procedures.

Relationships with parents are good. Overall, parents are happy with the provision. They say that their children are well cared for and enjoy attending the sessions. However, some parents feel that systems for communication, including formal dialogue and by newsletter are still in the early stages of development. They would like to know more about the range activities the children undertake but state they are kept well informed about the sporting activities.

Links with the primary school are well established. The after school club appreciates the generosity of the school in allowing the use of its equipment. However, the setting does not routinely share information on how well the children are doing or if they have any particular needs. Consequently, this potentially hinders the children's progress. However, social skills are developed well because children are given opportunities to develop their independence and to play cooperatively with their peers. Other areas of learning are developed suitably.

On the basis of the joint leaders' achievements since taking up the role, the setting has satisfactory capacity for further improvement.

The quality and standards of the early years provision

Relationships between adults and children are good. As a result, the children behave well and are polite. They know they can turn to any member of staff if they

have concerns. Children understand and are familiar with safety routines, such as signing in and out and not opening doors to strangers. They say they feel safe within the setting and enjoy the time they spend there. Although the children clearly enjoy the sessions, there are no systems in place to record the children's attainment and progress. Consequently, the setting is not able to demonstrate that the children's achievement is good overall. Nevertheless, discussions with the children demonstrate that they know about the importance of personal hygiene, have a good understanding of healthy eating and the importance of taking regular physical exercise.

There is a sound structure to the after school club sessions. Planning is broadly satisfactory. Children's views on the activities are sought and used appropriately to help planning. However, planning lacks detail. Activities are identified but the purpose of each activity is not clear. As a result, staff and children are not aware of the focus for learning. The links to, and the inclusion of, the six areas of learning are not explicit. Consequently, in some sessions, a few of the children are not challenged and do not extend their learning. Overall, the activities promote the children's social and physical development effectively and encourage them to become independent.

A satisfactory range of equipment is available for the children to use and enjoy. This includes small games and construction equipment, computers and materials for junk modelling and other creative activities. This is supplemented by an array of outdoor equipment, such as balls and other small games apparatus. All treat the club and their peers' property with respect. They share and play with it sensibly. The children are encouraged to make a satisfactory contribution to the community by taking responsibility for their actions and sharing games.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
---	-----

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