

The Squirrels Club

Inspection report for early years provision

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| Unique reference number | 229108 |
| Inspection date | 10/06/2009 |
| Inspector | Karen Cooper |

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| Setting address | Coppice Primary School, Trinity Road, Sutton Coldfield, West Midlands, B75 6TJ |
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| Type of setting | Childcare on non-domestic premises |
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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

Squirrels Kids Club registered in 1993 and is based at Coppice Primary School in Four Oaks, Sutton Coldfield. It is one of three provisions run by the provider. Two clubs run at schools in Sutton Coldfield and one in Hall Green. The club operates in a portacabin at the rear of the school and also has the use of the school's first floor library area, nearby classroom, hall and a fully enclosed outdoor area.

The club is registered to care for a maximum of 72 children aged three years to under eight at any one time. There are currently 36 children on roll who attend for a variety of sessions. Sixteen children are within the early years age range and children over the age of eight also attend. The club is open from 08:00 to 09:00 and 15:25 to 18:00 during term time and 08:00 to 18:00 during school holidays. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting supports children with learning difficulties and/or disabilities.

The club employs seven staff, of whom four hold an appropriate early years qualification. The club receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The club provides a welcoming and stimulating environment where children make good progress in their learning and development. All children are valued and treated equally, they participate in a good range of age-appropriate play activities and are happy and settled. Activities are well planned and linked to the early learning goals, although assessment procedures require further attention. Most of the required documentation is in place and children's welfare is protected as most practitioners are aware of their safeguarding responsibilities. The management team have a clear vision of the future of the club and areas for improvement to ensure continuous development.

What steps need to be taken to improve provision further?

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

- develop further systems to ensure all accident records are signed by parents and written consent to seek emergency treatment is obtained for all children
- improve staff's knowledge of child protection procedures
- develop further systems for assessing each children's progress towards the six areas of learning to ensure they move forward in their development.

The leadership and management of the early years provision

The deployment of staff ensures that children's individual needs are effectively met. Children are grouped according to age and use a key worker system for small

groups. This promotes consistency of care and allows lots of discussion between staff and children. Staff have a good understanding of the Early Years Foundation Stage and show commitment towards their own personal development by attending relevant courses and workshops. They work well together as a motivated team and children benefit from their experience and knowledge of early years. Robust vetting procedures are in place to ensure that children are cared for by suitable adults.

Space is organised effectively to allow children to move freely and independently ensuring toys and resources are safe and suitable. Documentation that is required for the safe and effective management of the setting is well organised, regularly reviewed and stored appropriately to ensure confidentiality is maintained. There is a clear safeguarding policy to ensure children are protected from possible abuse or neglect and most staff have attended training to ensure their knowledge is up-to-date. However, not all staff are familiar with the procedures to follow should a concern arise about a child. Risk assessments are in place and staff conduct daily visual checks of all areas used by the children to ensure their safety is promoted.

Staff maintain a two-way flow of information with parents and other professionals who share the care and learning of the children in attendance. Parents have access to all written records about the setting including a range of policies and procedures and information with regards to their child's progress and development. A written complaints procedure ensures parents are well informed of the procedure to follow should they have a concern. Staff demonstrate a positive attitude to continuous improvement and regularly seek the views of children and parents to further improve the service provided.

The quality and standards of the early years provision

Children benefit as staff spend the majority of their time at their level, interacting with them. As a result, children are happy, confident and settled. They are secure with staff and good, warm and caring relationships between practitioners and children are evident. Children are valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement whilst managing behaviour well; this helps build children's self-esteem.

Children enjoy a range of creative activities such as painting, colouring and drawing. They eagerly join in with card and box games and are provided with good opportunities to develop their physical skills. They regularly participate in various ball games and make good use of the outdoor facilities. Good use is made of the quiet corner where children relax and listen intently to stories, such as a popular story about a young wizard. There is a good balance between adult and child-led activities and staff allow children to initiate their own play, stepping back to observe how their play develops and interacting when appropriate to extend their learning. Planning is flexible and linked to the early learning goals. However, information gained from observations is not used effectively to ensure children move forward in their development. All children are made welcome and have equal access to toys and resources regardless of their ability, gender or attendance patterns

Children are provided with a safe and appropriately resourced environment. Staff regularly carry out visual checks of the premises and risk assessments are undertaken to ensure children's safety is protected. Children develop an understanding of how to stay safe through gentle reminders not to run indoors or to climb on the furniture in case they should fall and hurt themselves. Children are effectively cared for in the event of sickness and all staff have attended first aid training. However, consent to seek emergency treatment is not in place for all children and some accident records have not been countersigned by parents to ensure children's welfare is fully protected. Children's health is promoted through daily routines and children are offered a variety of fresh fruit and plain biscuits. Food provided by parents is stored appropriately. Snack times are relaxed, social occasions when children and staff sit together around the table to enjoy their food and each others' company.

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

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| 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. | 3 |

Leadership and management

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| 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

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| 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 |

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