

The Allsorts Club

Inspection report for early years provision

Unique reference number 200481
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Inspector David Shepherd

Setting address Curdworth Primary School, Farthing Lane, Curdworth,
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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

Allsorts Out of School Club opened in 1994 and is a voluntary management committee run setting. It is situated in Curdsworth Primary School with whom it has close links and operates from a mobile classroom. The club uses the toilet and hand washing facilities within the school. The school's playground and field provide enclosed outside play facilities. Disabled access is via a removable ramp to the rear door. Children attending are mainly from the school. There are currently 17 children aged four to 11 years on roll of whom two are of Early Years Foundation Stage age. The club welcomes and supports children with learning difficulties and/or disabilities and those for whom English is an additional language. The club operates five days a week during term time and sessions are from 07:50 to 08:50 and 15:15 to 18:00. There are three permanent members of staff who are appropriately qualified. A volunteer student also helps in the club. The club is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The Allsorts Club is a good setting. It meets the individual welfare and learning development needs of all children well. Relationships between staff and children are good and children respond readily to what they are asked to do. A wide variety of interesting activities is provided that reflects all aspects of the Early Years Foundation Stage provision. Links with parents are good. The manager and staff continually review their practice and have a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- assess and record the progress in all six areas of provision of children of Early Years Foundation Stage age
- provide healthier snacks for children

To fully meet the specific requirements of the EYFS, the registered person must:

- make kitchen facilities inaccessible to children
(Suitable premises, environment & equipment)

31/07/2009

The leadership and management of the early years provision

The manager and staff have developed useful policies and established procedures that ensure the safe and efficient management of the Early Years Foundation Stage provision. The needs of all children are met. Children are supervised by

appropriately qualified staff. The manager and her deputy hold a level 3 qualification. The other member of staff and student volunteer are unqualified in play work. All staff attend appropriate training and hold early years first aid certificates and child protection certificates. All staff are Criminal Record Bureau (CRB) checked.

Staff meet informally each day at the end of sessions to discuss how well the children are responding to what is provided for them. They meet formally each week and at the end of each term to review what has gone well and what needs to be improved. They share their expertise with each other on these occasions and continually seek to improve provision further. Staff consult regularly with children and parents to ensure they are providing what children want. All this is valuable and effective in establishing provision inside and outside that is good. The manager has completed a draft version of the self-evaluation form recommended nationally that includes all aspects of provision. In this are highlighted a number of useful areas for improvement. For example, staff recognise that they do not yet have enough expertise in the new early years foundation stage framework. The overall quality of self-reflection indicates that the staff have a good capacity to improve.

Staff are deployed well. A key worker system is in place for the youngest children. Key workers know their children very well and record significant events that occur each day and discuss these with parents. Comments such as, "found it hard to concentrate this afternoon" and "tried a new soup but didn't like it" are written in these diaries. Staff discuss with the reception class teacher significant events that have occurred with the children. However, staff do not assess and record the progress of children of Early Years Foundation Stage age in all six areas of provision.

Staff ensure that the children are safe. The premises are secure. Risk assessments are carried out for activities that take place inside and outside and for off-site visits. Daily risk assessments are also carried out systematically to ensure children do not face any risk of accidents through damaged equipment, toys and furniture. Children are reminded about the danger of the steps at both external doors, especially when they are wet. Children are closely supervised at all times and those under eight years of age are escorted to the toilets in the school as the occasion arises. However, kitchen facilities are accessible to children and this presents a potential risk, especially when food is being prepared.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. Staff amend their plans according to the children's needs and interests. For example, on the warm summer evening of the inspection all activities took place outdoors on the school playground and field. The needs of all children are met well.

Links with parents are good. Parents are consulted by staff about their views of the provision at the club. This includes the quality and range of food provided, rules and activities. Staff chat with parents informally at the end of each session. Regular newsletters are also sent to parents to keep them up to date with events

at the club. The admission form includes all the information required including parental permission for seeking medical treatment.

The quality and standards of the early years provision

Children are well behaved, play well together and are developing good social habits. They enjoy and respond eagerly to the activities provided for them. They help to tidy up after eating their snacks and playing with toys and other games. They act sensibly and consider other children and adults when carrying out their activities. All this helps to keep them safe and free from unnecessary accidents. It makes them good early learners and helps them for the next stage in their schooling.

Staff look after the welfare needs of children well. The accommodation, furniture, equipment and toys are suitable, safe and in good condition. Although the toilet and washing facilities are in the school, good emphasis is placed on children washing their hands after going to the toilet and before having a snack. Staff ensure all children go to the toilet and wash their hands before each session and after playing outside. Children eat their snacks sensibly. Snacks include healthy options, but sometimes children are offered too much pasta, bread, jam, honey and biscuits and not enough fruit and vegetables. Children have free access to drinking water at all times.

The learning environment is colourful, stimulating and varied. Children are engaged in a variety of activities such as art and craft, colouring, riding bikes and scooters, playing bat and ball games and team games. Displays around the room indicate children have been learning about saints from the past and traditional costumes worn in different countries, for instance, in Spain and Japan. During the inspection, children particularly enjoyed taking part in the parachute game on the school field and riding bikes and scooters on the school playground. Good emphasis is also placed on developing children's reading, number skills and other mathematical skills such as measuring, weighing and capacity. Two computers are used to help develop their skills in this area.

The balance and range of inside and outside activities are good. Outside activities take place each session. Staff take advantage of this and develop children's skills and thinking during these activities. Children have good opportunities to choose their own activities as well as being directed by staff at times to carry out tasks together, for instance, when having their snacks or playing team games outside. Provision is varied and this keeps the children interested and involved in what is on offer. It is also tailored to meet their individual needs as staff respond readily to what children wish to do.

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?	1
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

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