

F-AB Club

Inspection report for early years provision

Unique reference number	403419
Inspection date	06/07/2009
Inspector	Sally Ann Smith

Setting address	Rugeley Road, Burntwood, Staffordshire, WS7 9BE
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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

F-AB Club opened in 2001. It operates from two rooms within the Burntwood Memorial Institute which is a single storey building. There is ramped access to the provision. A fully enclosed outdoor play area is available.

The group is registered to provide care for 48 children on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. There are currently 50 children from four to 11 years on roll. Children attend for a variety of sessions. The group supports children with learning difficulties and/or disabilities and there are systems in place to support those who speak English as an additional language.

The group opens five days a week during school term times and school holidays. Sessions are from 07:45 to 08:45 and 15:30 to 18:00 after school and from 08:00 to 18:00 during school holidays.

Five full-time staff, all of whom have early years qualifications, work with the children. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of provision is good. The setting is well managed to ensure that the requirements of the Early Years Foundation Stage are effectively implemented by all staff. The provision evaluates its practice regularly in order to identify strengths and any areas for further and ongoing improvement to further improve outcomes for children. Good partnerships are established with parents to ensure that all children are included. As a result, children's learning, development and welfare are promoted well.

What steps need to be taken to improve provision further?

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

- continually look for ways to improve the quality of the learning and development
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review.

The leadership and management of the early years provision

Staff are well supported by the manager who welcomes and values their contributions and suggestions to improve all areas of care and learning for children. All staff are involved in planning and an effective key-person system ensures that the needs of all children are effectively met. An ongoing system is in place to evaluate and reflect on practice which means that staff are continually

looking at ways to enhance the quality of care, learning and development they offer. In addition, parents and children are consulted and encouraged to put forward suggestions for improvement. A comprehensive range of policies and procedures are available to staff to ensure that all aspects of the Early Years Foundation Stage are consistently implemented.

Staff establish positive relationships with parents and they are keen to seek parents' views with regard to their child's needs. A variety of strategies are used to ensure information is regularly shared through discussion, displays, newsletters and a suggestion box. Staff engage parents in conversation at the end of the day to share information. Parents have regular opportunities to liaise with their child's key person to discuss all aspects of their welfare, learning and development.

Staff have a good understanding of safeguarding issues and how to protect children in their care. They are fully aware of the signs and symptoms of abuse and the importance of reporting to the relevant agencies promptly. They are also familiar with procedures should an allegation be made against a member of staff. Robust risk assessments both inside and outside are consistently adhered to by all staff so that children are safe and these are continually revised and updated.

The quality and standards of the early years provision

Staff are developing a sound understanding of the Early Years Foundation Stage which ensures that children have a valuable and enjoyable play and learning experience whilst at the setting. Children are fully included and have weekly discussions so they can contribute their ideas and suggestions, enabling staff to plan a range of stimulating activities which maintains children's interest. Staff ensure that all children are listened to and their ideas incorporated so that they feel valued and have a sense of belonging to the group. A weekly theme sees children engaged in a wide range of activities both indoors and outdoors which covers all six areas of learning. For example, children explore mini beasts and go on bug hunts and use books as reference guides. They use their imagination as they design their own mini beasts and habitats and make up poems and riddles about bugs. A holiday theme encourages children to pack a suitcase of suitable clothing for their trip, look at maps of destinations around the world, observe the variety of different homes and modes of transport used in different countries and make a fruit cocktail. Children take an imaginary trip on an aeroplane playing different roles such as the pilot, passengers, security guard and cabin crew who push a refreshment trolley up and down the aisle. These activities are enjoyed by all children. Additional resources are easily accessible should children prefer.

Staff use planned and spontaneous observations to plan for each child's individual learning journey. An effective key-person system is in place ensuring that planning is matched to children's individual needs so that each child is challenged and makes progress in all areas of learning and development. Close partnerships are established with parents so that they can share their perceptions of their child's starting points. Staff are beginning to evaluate activities and plan for children's next steps so that future planning can be informed. Staff recognise that this is an area for further development.

Children's health is well promoted as they learn about healthy eating and living. They wash their hands before eating or partaking in a cooking activity. They understand why it is important to adopt good hygiene practices and discuss the potential consequences if they do not. Physical activity both indoors and outdoors is a regular feature and a range of different resources and games stimulates this area of children's play, such as bean bags, sacks, ankle ropes, balls and skipping ropes. Children appear happy and engage well with staff who take time to listen and join in their conversations.

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