

Hoots

Inspection report for early years provision

Unique reference number EY393314
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Inspector Lesley Gadd

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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

'Hoots Out of School Club' and Holiday Play scheme in Dereham, Norfolk was registered in 2004 and moved to its current premises in 'Toftwood' Infants school in April 2009. Children make use of an accessible building with adjoining outdoor play areas. The main school hall is used as a base room with children also having access to an 'IT' suite, library and food technology room during operating hours. The setting is open from 8.00am until 9.00am, then again from 3.00pm until 6.00pm, Monday to Friday during term time. The setting's holiday play scheme operates during school holidays and is open from 8.00am until 6.00pm, throughout the year.

The setting is a privately owned facility led by two proprietors who employ a manager and a play worker team of four staff to work in the both the out of school provision and holiday playscheme . Most of the childcare team are qualified in early years education and play work, with the manager holding a level four qualification in childcare.

The setting is registered for a maximum of 48 children, from four years to eight years and older children also attend. There are currently 83 children on roll with up to nine children attending from within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting welcomes children with learning difficulties and/or disabilities and children who speak English as an additional language, although none are in attendance at present.

The setting receives support from local authority advisors and has made links with other local facilities and services that the children attend to support the continued care and learning of the children.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The strong leadership from the proprietors, alongside competent and enthusiastic staff, helps to create an effective team that is pro-active in ensuring children are happy, confident and that the setting compliments children's all round learning and development. Children are valued and respected and the setting works in very close partnership with parents and other settings the children attend to provide an inclusive service where children's individual needs are actively met. Children's welfare needs are exceptionally well considered and the setting has rigorous self-evaluation and monitoring systems in place to support ongoing improvements to the service the children and parents receive.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- implement planned improvements to the outside area, particularly to further develop the equipment and resources ensuring they are challenging, interesting and can be used in a variety of ways to support specific skills.

The leadership and management of the early years provision

Children's welfare and learning receive excellent support at this setting. The management team have high aspirations for the children and demonstrate a strong commitment to continuous improvement. They consult with advisors and all parties using the facilities, including the children, and make very effective use of self-evaluation to identify where further improvements are needed to ensure children experience high quality care and learning. The management team have developed rigorous monitoring systems and utilise clear action plans to ensure any improvements identified, such as the need for a rich range of imaginary play equipment are implemented. The setting's proprietors, childcare staff team and manager are well qualified, with one manager holding early years childcare qualifications to level 4, which helps to keep the setting up-to-date with current thinking in the field of children's care and learning. Recent training attended in relation to 'forest schools' thinking has led to an action plan being drawn up to develop children's experiences outside.

The setting has a flexible, inclusive and sensitive approach to partnerships with parents, which fully promotes the care and welfare of all the children. Parents' views about their children's needs are actively respected with regard to diet, homework and learning opportunities. All documentation is accurate, clear and accessible, providing reassurance to parents about their children's welfare and demonstrating that the setting has a robust understanding of their responsibilities under the Early Years Foundation Stage (EYFS) for the safe management and well-being of the children. Parents, the proprietors, manager, staff and other settings the children attend use a variety of verbal and written methods to continually exchange information about the children. This ensures an effective system is in place to actively support continuity of care and ongoing progress for the children in their development. Parents' speak very positively about their children's experience at the setting including the fact that children 'are happy', 'look forward to coming', have 'terrific fun', and that proprietors are 'professional' and 'friendly'.

Children's safety is a high priority for this setting. Younger children are closely supervised at all times; security at the setting is robust and the proprietors, manager and staff are pro-active in ensuring the environment is welcoming and safe. Detailed risk assessments are completed with regard to the indoor, outdoor environment and any outing venues are assessed before children attend to ensure they are suitable. The setting actively involves and supports children in developing their own awareness regarding safety matters, to ensure they are well prepared for future independence. They help to practise fire evacuation routines, know how to use tools safely and practise 'staying safe' when on outings. All those working at the facility are vetted to ensure their suitability and proprietors, manager and staff have a secure understanding about their safeguarding responsibilities towards all

children. An up-to-date awareness of the possible signs of child abuse and the availability of relevant procedures help to ensure children are protected. Children are encouraged to keep themselves safe through discussions held when local police pay visits to the setting, talking about stranger danger.

The quality and standards of the early years provision

Younger children are active participants in their continued learning whilst at the club and make rapid progress in their social and emotional development. The proprietors have a very robust understanding of the EYFS, using this effectively to plan for and nurture younger children's growth and development in all areas of learning. Children's progress is actively secured as regular shared observations are made about children at play by the manager, staff, parents and other settings. This information is then used effectively by all parties to agree and plan for a diverse range of activities that derive from children's individual interests, and are well matched to their abilities. For example, children's interest in music led to a visit to a rock school for a day where all children had opportunities to play instruments and develop their skills in creating rhythms.

The proprietors, manager and staff are caring, affectionate and responsive to children's individual needs, building trusting relationships and encouraging all children to be confident and enjoy their time at the club. Younger children have their own key person who acts as a point of contact for the children on arrival and liaises with parents and schools to ensure children's individual care and learning needs are met. Effective use of open questions by staff such as, 'what can we use to make a skipping rope?', develops children's thinking about problem solving as they work out how to tie small ropes together to make a communal skipping rope for a shared game with friends. A very well organised, stimulating environment actively fosters children's self-reliance as they choose their activities and make use of child friendly spaces such as tents to chill and relax with friends or take a quiet moment out by themselves to re-cooperate after a busy day at school. Messy play activities are enthusiastically enjoyed by the children and provide opportunities for creativity and exploration. They make their own masks out of paper mache, dig in the sand and model with the dough. Children, both boys and girls, spend long periods of time weaving and making a variety of jewellery pieces demonstrating their design skills and all age children delight in the opportunities offered to dress up and perform plays and dance routines to a willing audience.

The atmosphere created at the club fosters a climate of conversation amongst children themselves and proprietors, manager and staff, encouraging ongoing skills in communication. Children chat easily to staff whilst playing pool and all children are able to vocalise their requests for activities. Even younger children show their fledgling writing skills as they record ideas for activities, with staff support, on the ideas sheets dotted around the room. The children's ideas are then incorporated into the weekly activity plans by the manager. Large wooden blocks requested are borrowed from the toy library and lead to an active project, involving all ages of children, where they build a variety of furniture, demonstrating their problem solving, design and physical competence. Younger children who require additional

support with developing their basic skills are well supported. Key person staff talk with parents and school teachers to agree care plans to bolster children's skill base with numbers and letters, through one-to-one support in the library at homework time at the club. Computers and game machines encourage all children to develop confidence and skills with technology.

Children are considerate and developing a rich understanding about others and the wider world to foster their future tolerance of difference. All children, regardless of age, gender or ability, are actively included in events and the setting ensures children are surrounded by positive imagery of wider society and celebrate world festivals. Children learn about keeping healthy as they eat nutritious meals and exercise daily outside, building their muscle strength and physical capabilities.

Children are exceptionally well-behaved as the proprietors, manager and staff are attentive, praise the children frequently and set a clear boundary regarding acceptable behaviour. There are few club rules and children delight in their time at the club showing a high degree of social ability and a genuine caring attitude towards others.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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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