

Hayfield Fun Club

Inspection report for early years provision

Unique reference number 207239
Inspection date 25/06/2009
Inspector Martin Newell

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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

Hayfield Fun Club was registered in 1996 and is managed by a voluntary committee made up of parents. It operates from the hall and classrooms within Hayfield Primary School in Hayfield, Derbyshire. Children have access to an enclosed outdoor area. A maximum of 50 children may attend the club at any one time. The club opens each weekday from 07.30 to 08.50 and from 15.20 to 18.00 during school term time. Currently there are 80 children aged from four to 11 years on roll. The club serves children from the school. The club supports a number of children with learning difficulties and/or disabilities. No children currently attend who speak English as an additional language though the setting is able to support such children. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club employs nine members of staff. Of these, the greater majority hold appropriate early years qualifications. All areas of the setting are fully accessible to children and adults with limited mobility. The setting works well in partnership with the school which it serves.

Overall effectiveness of the early years provision

The quality of provision at Hayfield is good. Good leadership and management ensure that children's individual needs are met well and that learning is fun and enjoyable. Children's welfare and well-being is afforded a high priority and the setting goes the extra mile in ensuring that all children are fully included in all the provision has to offer. The shared desire of the managing committee and of leadership and staff on site to tackle well any identified areas for development indicates a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- develop further planning and assessment so that children's prior learning is consistently built on
- develop further staff training to ensure they all gain a greater knowledge of how young children learn best
- report progress and achievements to parents more formally and systematically.

The leadership and management of the early years provision

Leadership and management are good. The setting's leader is effective in her role and ensures that children make good strides in their learning and thoroughly enjoy their time in the setting. All staff work together well and relationships between adult and children are first class. All staff are aware of their roles and responsibilities and this contributes much to the smooth running of the provision

on a daily basis. Staff set high expectations for children in both their behaviour and their care and welfare. The setting's leader has a good understanding of how to deliver the Early Years Foundation Stage framework. This is helped by the good liaison that has been established with the school. The flow of information between the two is increasing all the time and is beginning to be used more effectively to improve weaker aspects of individual children's development. The setting's leader has a good awareness of the strengths and areas for development of the setting. These are becoming more clearly expressed in the self-evaluation form. This however is work in progress. The leader is always looking to move the quality of provision on. With this in mind she has accurately identified the need to make more rigorous use of planning and assessment information to help accelerate children's learning even more rapidly. There is also the recognition that further ongoing training is needed for some staff to heighten their awareness and understanding of how young children learn best. While these are appropriate areas for development, they do not deter from staff providing good quality provision where children thrive in both their learning and in their personal and social development.

It is evident from the enthusiasm, care and commitment of all who work in and help manage the setting, that there is no resting on laurels or signs of complacency. Instead there is a continuous determination for sustained improvement. This is demonstrated by the way in which provision has improved since the last inspection. At that time, issues were identified in routines and documentation relating to registration and procedures relating to the suitability of staff. These have been tackled robustly and registration is now rigorous and well-organised both at the start and the end of sessions. All the required policies and procedures relating to safeguarding children are fully in place and assiduously known and followed by staff. Detailed and regular risk assessments are carried out for both on and off site activities. A daily risk assessment is carried out for the outdoor grounds and accommodation. Detailed logs are kept of any accidents or incidents including any inappropriate behaviour. Robust systems are in place relating to the administration of medicine and staff are fully conversant with any medical condition or learning difficulty any child may have. Such attention to detail plays an important role in ensuring that all children are fully included in the wide array of activities and happenings the setting provides.

The leader of the setting ensures that there are strong and effective links and lines of communication with parents. She organises questionnaires for both parents and children and also provides opportunities for them to make suggestions as to how provision can be made better. There are not a lot of suggestions. Discussions with parents showed them to be unanimous in their praise and support for the setting and all spoke about how much their children enjoy attending. The leader gives some verbal feedback and information to parents about their child's progress but she has accurately identified the need for this process to be more formal and written, so that children's learning can be better reinforced at home.

The quality and standards of the early years provision

The leader and staff work hard and effectively at providing an effective range of activities that hook and maintain the interest of the children. Staff strike a good balance in directly helping children to acquire key communication, creative and personal skills alongside opportunities for children to explore and find things out for themselves. There are many opportunities for children to engage in musical activities, role play and work on computers and they do so with great enthusiasm and enjoyment. Planning indicates that over the year the activities are wide and varied. Topics such as Diwali and the Chinese New Year provide good opportunities for children to learn about different faiths and traditions. Such themes often involve both written and art activities. Children learn much about growing, nature and the world around them. As well as increasing their knowledge and understanding, such topics strengthen their early spiritual awareness. Staff are adept at improving children's communication skills by enthusiastically participating in role play with children or by playing ball games. These activities do much to promote children's social development. Planning has become increasingly geared to providing activities that have a particular learning focus. Staff are becoming more skilful at assessing the impact of the activity on children's learning and what may be needed to increase the rate at which children learn. However, there is the recognition that there is still work to be done to ensure that the best use is made of these activities and of the assessments to guide and inform future learning and to build on what has been learnt in the past. The leader has also accurately flagged up that staff would benefit from additional training in this area, so that their knowledge of how young children learn best is increased, which in turn would help to accelerate children's development even more.

Visitors to the setting help improve children's awareness of keeping safe, fit and healthy. This is reinforced very well by the emphasis the setting gives to healthy eating and lifestyles. Snack time is a very sociable occasion with the older and younger children getting on famously together. Staff provide children with a variety of different fruits and children's knowledge of eating healthily is very good. As one child pointed out, 'Did you know that tomatoes are a fruit?' Children's commitment to healthy lifestyles is also helped by the strong attention given to physical exercise. The extensive school grounds, which include a trim trail, provide children with many opportunities to keep physically active and the children do so with relish. The staff also provide good role models by participating with equalled enthusiasm. Staff recognise the importance of promoting independence in children and give them choices in activities as well as expecting them to put away resources after use. Children respond maturely to such requests. Children are very well behaved, readily share resources and are more than ready to wait their turn. All these factors, together with the strong bond of respect and trust between adults and children, help to make an environment that is conducive to learning and social interaction.

Ensuring the good welfare of the children is at the core of what the setting provides. There is also little doubt that children feel safe and secure in the setting and they know that there is always someone to talk to if they have any concerns whatsoever. All adults provide good role models and there is a high level of

consistency in how behaviour rewards and minor sanctions are applied. Staff trust children to carry out any roles and responsibilities around the setting. Routines to ensure safety, health and hygiene are followed by all staff. This is apparent during snack time where food serving areas are spotlessly clean. Children are always reminded about playing safely on equipment both inside and outside and it is testimony to the children that they readily do so and genuinely look out for one another.

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

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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