

# West Park Childcare Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY311966
<b>Inspection date</b>	02/07/2009
<b>Inspector</b>	Victoria Turner
<b>Setting address</b>	West Park Middle School, Marlborough Road, Worthing, West Sussex, BN12 4HD
<b>Telephone number</b>	07780 661577
<b>Email</b>	
<b>Type of setting</b>	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

West Park Childcare Club opened in 2004 and is one of three out of school clubs operated by Elm Grove Childcare Club. It opened in 2005 and operates from two classrooms in a separate building in the grounds of West Park Middle School in Worthing Sussex. A maximum of 50 children from age five to eight years may attend the setting at any one time. There are currently ten children aged from five to under eight years on roll of these two are in the Early Years Foundation Stage. The club is open each weekday in term time from 15.00 hours to 18.00 hours. The out of school club supports children with learning difficulties and/or disabilities and those with English as an additional language.

The setting is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. The out of school club employs six staff. Four of the staff including the manager, hold appropriate early years qualifications. Five of them hold a Paediatric First Aid certificate. The building is accessible via a ramp and children have access to toilets attached to the school.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. This is a good setting which enables all children to participate in the wide range of activities on offer. The quality of learning and personal development is good. Good relationship with parents and the school ensures that children's needs are well met. Children's progress is monitored effectively and information obtained from parents, the school and other professionals enable staff to plan for individual children's needs. Strong leadership and management mean that the capacity for continuous improvement is good.

## What steps need to be taken to improve provision further?

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

- continue to develop knowledge of the Early Years Foundation Stage
- develop information and communication (ICT) provision further to include programmable toys

## The leadership and management of the early years provision

The manager constantly evaluates the provision by seeking the views of parents, children and staff through parent and children questionnaires and has identified areas for improvement. For example, there are plans to refurbish the premises to accommodate a nursery and to enable them to provide hot meals and snacks. This will also improve storage facilities. The play workers have introduced team building activities which has given the children a sense of purpose and improved their collaborative skills.

The play workers have a good understanding of how to keep children safe and take active steps to teach the children how to keep themselves safe. Daily health and safety checks and risk assessments ensure that the children play and learn in a safe and secure environment. All required policies and procedures for safeguarding children are fully in place and meet government requirements. Good teamwork and effective staff deployment means that children are well supervised at all times. Children's social and emotional development are promoted particularly well so they are confident, independent and interact well with the adults and with other children at the club.

There are effective partnerships with parents and the school. Parents say that 'the children are happy here and the staff are lovely', 'Children are well cared for when they are here'. All information to parents is displayed on the notice board and parents can talk to the play workers when they come to collect their children. Key workers meet with the parents each term to share information about the children and the learning journals are also shared with the school. The manager and staff are keen to improve their knowledge, particularly in the Early Years Foundation Stage in order to continue to improve their practice. The setting receives support and advice from the Early Years Co-ordinator who visits the setting once a term.

## **The quality and standards of the early years provision**

The implementation of the Early Years Foundation Stage means that children are offered a variety of interesting activities that enables them to learn and develop through free play. The key worker supports and encourages the children towards the early learning goals. Learning journals show meaningful observations which are used to plan suitable activities linked to the early learning goals. Learning journals are shared with parents, as well as the school that the children attend. The manager and key worker monitor the children's progress and identify areas for further development. There are opportunities for children to develop their language and communication skills and their creativity through role play, construction and a variety of creative activities. They have daily access to the outdoors, where they participate in energetic physical activities and can choose from a wide range of small apparatus. They engage in structured physical play such as rounders, then have a water race and thoroughly enjoy the competition. Children are happy and comfortable in their environment because of the warm and caring relationship they share with the adults. The play workers are energetic and actively involved in the children's games. They adapt activities and resources so that all children are included.

Children's personal, social and emotional development is fostered particularly well so children are confident and settled in their environment. They have a good understanding of how to stay safe and are regularly reminded of 'Stranger Danger'. They understand the procedures for vacating the building in the event of a fire. At present, the club is unable to provide snacks because there is no running water on the premises. However, children learn about healthy foods and have made smoothies and a fruit salad. Staff play alongside the children, supporting their learning and promoting their skills and building good relationships with them. Older children act as buddies to the new children and support the younger children

in various activities. Children have access to a laptop where they can do their homework, play games and use the digital movie creator to create their own movies. There is however a lack of programmable toys for children to consolidate and extend their skills in information and communication technology (ICT). Staff have high expectations and set clear boundaries so children know what is expected of them. Children draw up rules for the club which helps them to understand what is acceptable behaviour and so behaviour is good. Children are encouraged and praised and look forward to receiving their rewards which raises their self-esteem. They are proud of their work which is displayed around the room and take pride in the certificates that they receive. They create their own 'talent shows' to perform to the rest of the group and have taken part in art competitions outside of the club.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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