

# Priors Field Club

Inspection report for early years provision

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**Unique reference number** EY101373  
**Inspection date** 29/06/2009  
**Inspector** Gillian Walley

**Setting address** Clinton Lane, Kenilworth, Warwickshire, CV8 1BA

**Telephone number** 01926 854838

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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

Priors Field Out Of School Club opened in 2002. It operates from a purpose built modular building, which is situated at the rear of Priors Field Primary School. It serves the local area. It is one of several provisions owned by Bright Horizons Family Solutions, and it is on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register. The premises comprises of three rooms allowing for various types of activities so that children can relax or be active. The club has use of the school playground areas. The club opens five days a week in term time providing before school care from 08.00 to 09.00 and after school care from 15.00 to 18.00. In addition to this the setting also operates a play scheme during school holidays which is open from 08.00 until 18.00. The supervisor has a Level 3 childcare qualification and all other staff available to work with the children who have early years qualifications. The setting can support children who have learning difficulties and/or disabilities, and children who are learning English as an additional language. There is disabled access for adults and children. At the time of the inspection there were no early years pupils on roll because the Reception age children had all passed their fifth birthdays. The club has close links with the primary school and other providers.

## Overall effectiveness of the early years provision

Priors Field Out of School Club is a good setting. All early years children, including those who are learning English as an additional language, or who find learning more difficult, make good progress. The manager has a good understanding of the strengths of the setting and the areas for future development, and has established a strong partnership with parents. Children enjoy their time at the club, and are well cared for. There is a good capacity to improve further.

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

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

- support children's independent learning by displaying more print, letters, shapes and numbers in the classroom and outdoor areas
- record evidence of children's learning and development in a format which they and their parents can use to evaluate their progress and achievements.

## The leadership and management of the early years provision

The Out of School Club has good leadership, and runs smoothly on a day-to-day basis. The manager has created a strong team of well-qualified staff, and the interchange between staff from the out of school club and the pre-school means that all staff are very experienced in supporting early years children. There has been good development since the last inspection, largely based on the guidance in the new Early Years Framework. The manager regularly evaluates the setting to

identify what can be done to improve further. For example, from observations of the children and other assessments she has identified the differences between boys and girls learning styles and the need for further opportunities for children to become more independent. Training is part of annual appraisal, so the staff update their qualifications frequently.

There are rigorous procedures for safeguarding children, and assessing possible risks. Policies and procedures are reviewed regularly and shared with parents. Records of any accidents and times when children are given medication are signed by two adults and a parent. There are frequent fire drills so that the children know how to leave the building. There is a good staff ratio which enables children to choose to play in one of the three classrooms or in the outside area because each one is well-supervised. There is a signing in procedure for visitors and for parents to use when they take the children home.

There are good links with other agencies so that children with learning difficulties or ill-health are supported well, and can make good progress. There is a strong partnership with parents, who feel that their children are safe and well-cared for. They like the way that younger and older children play together, and the confidence this gives the younger ones. Parents feel that they are well-informed by regular newsletters and the club surveys them about their views. Parents also like the informal discussions with staff about their children at the start and end of sessions. They feel that the staff are vigilant and would notice immediately if a child was feeling worried or unhappy. There is also a suggestions box for their comments. Although they receive information on the observations staff have carried out, and children take home pieces of art work, parents are not given any records which show them what their children have been doing at the club, such as photos, samples of art work, or jottings made by the children.

The out of school club works closely with the adjoining primary school, and when staff deliver children to their classrooms from the Breakfast Club, and collect them at the end of the school day to take them to the after school club, they make a point of exchanging useful information about the children. This means staff can support the children well because they understand the next steps the children need to take in their development. Staff listen to what the children would like to do and this helps them to know what resources and activities to provide. Detailed assessments are recorded, and summaries are written every 3 months. These are shared with parents, who can also contribute to the planning by mentioning things the children like to do at home.

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

The provision for early years children is good, and children enjoy coming to the club because of the wide range of interesting activities which is provided for them. They like the calm and relaxed atmosphere, and the opportunities to choose what they do. There is a quiet room for enjoying books and using the computer, a room for creative tasks, water and sand, and a third room for games, puzzles and larger equipment. This means there is plenty of space when the weather is wet or too hot for the children to be outside. There is a large space for imaginative play, with plenty of dressing up clothes. Children play well together, share and take turns. The resources are good quality, and easily accessible by the children. The children are well-behaved and polite. They have good relationships with their key workers

and the other adults. They are eager to talk to visitors, and proud of their achievements. There are displays of their art work on the classroom walls. Whilst detailed records are kept of the children's progress in each area of learning, there is no portfolio of their work over time, and photographs of particular achievements which would help them and their parents to reflect on and evaluate their progress and development.

The children learn about the importance of a healthy lifestyle because they are given healthy choices at snack time. They like the varied menus, and help to clear away after they have eaten. They understand the importance of personal hygiene, for example washing their hands before they eat, or after playing outdoors. They understand what to do if they hear the fire bell, and how to take care of themselves in the sun. The children learn about other cultures and beliefs, and find out about special festivals. There are posters, books and puzzles which help to develop the children's multicultural awareness.

Outdoors, the children enjoy using various areas of the school playground and field, both for team games, climbing, and for learning about the world around them. They enjoy growing plants and sunflowers from seeds, and looking for minibeasts. The club has a pet rabbit which children help to look after.

There are posters reminding the children about routines, but there are few which reinforce the children's learning in the classroom. The staff provide a wide range of activities in all areas of learning which the children can choose from. The emphasis is always on children choosing what they want to do. From time to time the children complete questionnaires about their preferences and this helps staff understand how to adapt the provision to meet the children's interests.

Children enjoy the club, and particularly like making different friends, having lots to do, and being able to unwind at the end of the school day. They feel safe and well looked after because the adults know them well and take good care of them. They are encouraged to talk about how they are feeling and know that adults will help them to deal with any problems. They feel that the adults listen to their views and value their opinions.

## 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