

The Meadows Out of School Club

Inspection report for early years provision

Unique reference number EY254469
Inspection date 16/07/2009
Inspector Fiona Robinson

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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

The Meadows Out of School Club is run by the same committee as The Meadows Holiday Club. It opened in 2003, and operates from classrooms in the school. There is ramped disability access to the setting. It is situated in the centre of the village of Bitton, near Bristol. The club is open each weekday from 15:30 to 17:45 during term time only. Children have access to the hall and a secure enclosed outdoor play area. There are currently 140 children aged from four to 11 years on roll. Of these, five are under five years of age. The setting may care for no more than 24 children from four to under eight years at any one time. Eighteen children have assisted places. All children come from the school. The club currently supports a number of children with learning difficulties and/or disabilities. The club employs four staff, three of whom hold appropriate early years qualifications. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are interested and well occupied in the club's welcoming environment. Staff are good at promoting the children's welfare and work hard to ensure their individual needs are fully met. Children are included in well-organised activities and they behave well and relate well to others. Good partnerships with parents and the host school ensure that children enjoy their time at the setting. Staff have a clear idea of their strengths and areas for development and demonstrate a good commitment to improve in the future.

What steps need to be taken to improve provision further?

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

- evaluate planning to inform future learning experiences to meet all children's needs
- develop assessment systems to include evidence of children's achievement

The leadership and management of the early years provision

Children are safeguarded well because staff have a good knowledge of safeguarding procedures. They are closely monitored in the well-maintained setting where risks are identified and minimised. Children are able to access a good, safe outdoor play area. Staff are aware of their duty to protect children and are confident about child protection policies and procedures. They use risk assessments and regular practises of fire evacuation procedures to ensure further safety.

Parents are pleased with the care their children receive and talk of the children's

enjoyment when they arrive to collect them. Relationships with parents are friendly and they are kept well informed of the club's policies and procedures. Staff feed back information on collection, regarding their child's well-being and achievement. Newsletters keep parents up-to-date with changes and general information. There are good links with the school and the club benefits from the use of their well-maintained facilities.

The setting is well managed and there are clear plans in place for future improvements, such as developing assessment systems to include evidence of children's achievements. They also recognise the need to evaluate planning to inform children's future learning experiences. Good progress has been made in addressing the recommendations of the previous inspection, because all required policies have been revised and all changes fully implemented. Staff meet regularly in order to plan and share information. Suitable deployment of the staff means they positively interact with the children to support and promote their enjoyment and involvement in activities. Staff regularly access appropriate training opportunities in order to build on their existing experience. They work well as a team and have a clear idea of further improvement.

The quality and standards of the early years provision

Children are cared for in a welcoming, inclusive environment. They settle well and are keen and interested in the range of activities provided. The systems for assessments and recording observations have been developed, although staff recognise these are not fully in place and that this is a priority for development. The weekly activity plans incorporate the children's ideas and they welcome the opportunity to be independent and creative.

The children enjoy physical exercise and learn about the importance of activity in a healthy lifestyle. They enjoy playing football and ball games in the school playground. Snack times are social occasions when children talk to each other and staff. They are encouraged to make their own sandwiches and choose their own toppings for their toast. They enjoy fresh fruit and help themselves to accessible drinks. Children are secure and confident in the well organised environment. Staff care for them well and encourage them to use tools and equipment in a safe manner. The children develop a good understanding of staying safe and are involved in risk assessments.

Children know what is expected of them because they help to write the club rules and discuss these with staff. They are polite and well behaved. They take turns and share resources sensibly. Children with learning difficulties and/or disabilities integrate well into the group. Staff praise and encourage positive behaviour and children enjoy respectful relationships with staff and each other. Children enjoy making dens and dressing up and dancing to disco music. They develop their creative skills well as they make a puppet stand and puppets, sandcastles and a pier for their 'Seaside' frieze. They have fun playing in the sand and water as they imagine they are on the beach. They enjoy painting butterflies with symmetrical wings and making smoothies and fruit kebabs for an after school picnic. Older children play well with younger children and demonstrate a good knowledge of the

sights of London from a previous topic. Children develop their independence well and are well prepared for future learning and life outside the school day.

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?	3
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