

Greenway Out of School Club

Inspection report for early years provision

Unique reference number

EY331319

Inspection date

07/08/2009

Inspector

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Setting address

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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

Greenway Out of School Club and Holiday Play Scheme is based in Unit 22 at the Greenway Centre, Southmead, Bristol. It was set up some years ago and has operated under this registration since 2006. The provision moved within the site to its current location in 2009. Unit 22 is a large room and associated facilities. Children have access to the adjoining playing field. The provision is the responsibility of Working in Southmead for Health (WISH), which has a committee made up of local residents. Children who attend live mainly within the local and surrounding communities; all are in full time education.

The setting is registered on the Early Years Register and both parts of the Childcare Register. The holiday play scheme operates during most school holiday periods, the exception being Christmas and is open from 08.30 to 18.00 each week day. The out of school club, when in operation, runs from 15.30 to 18.00 each day, term time only. Up to 50 children may attend at any one time, aged from 4 to 14 years, with a maximum of 24 children aged under 8 years, of these 12 may be within the early years, none may be under four years. There are 30 children on roll under eight years and two children within the early years age group.

Currently, five staff are employed to work directly with the children. Four staff hold appropriate Level 3 qualifications in early years or an equivalent. One member of staff holds an appropriate Level 2 qualifications in early years or an equivalent. The setting supports children with learning difficulties and/or disabilities. The setting supports children who speak English as an additional language. The club is affiliated to Kids Club Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. The setting does not ensure that the provision for children within the early years age range complies with the learning and developments requirements of the Early Years Foundation Stage as a result their learning and development needs are not sufficiently met. This is a breach of a specific legal requirement. Children take part in the range of activities with older children and benefit from the warm interactions with the staff. The provider demonstrates some commitment to continuous improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure the provision for children within the early years age range complies with the learning and

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developments requirements and plan challenging and enjoyable experiences across each area of learning for each of these children through regular observation, assessment and analysis (Learning and development)

- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times (Documentation)

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To improve the early years provision the registered person should:

- develop the complaints procedure to provide greater detail for parents
- develop the safeguarding procedure further to include clearer time scales and contact with ofsted

The leadership and management of the early years provision

The provision has successfully moved to a new building, earlier this year and demonstrates by the planned improvements achieved for children through the move to a new building some commitment to continuous improvement. However, the provider has not placed sufficient emphasis on the implementation of the Early Years Foundation Stage. The manager and staff of the out of school and holiday play scheme have a limited understanding of the Early Years Foundation Stage framework. As a result children's learning and development needs for this age group are not sufficiently met. There is no system in place to monitor and evaluate the quality of the Early Years provision.

The welfare needs of children are suitably met because the majority of policies and procedures are in place to ensure the smooth running of the setting. Individual records show that suitable information is shared about the care arrangements and that children's health needs are identified. Some policies do not provide sufficient information for parents, such as those procedures for safeguarding children and in regard to complaints. For example, the complaints procedure does not show the timescales that parents can expect a complaint to be investigated, even though in practice the timescale requirement would be met. A written risk assessment is in place and there are suitable systems to identify and manage potential risks to children. There are systems in place to ensure staff are suitably checked. However, some of these records are not made available for inspection and this is a breach of a specific requirement. The setting works well with other agencies to promote the inclusion of all children.

The manager and staff have a strong understanding of how to protect children from potential abuse, should they have a concern and have a good awareness of the signs and symptoms of possible abuse.

The quality and standards of the early years provision

Staff do not adequately plan activities for children within the early years age group. Staff have an insecure knowledge of the Early Years Foundation Stage and

do not consider the needs of children in this age group closely enough. There is no reference made to the Early Years Foundation Stage guidance. There are no systems maintained to track children's interests or achievements, therefore, it is not possible to identify what progress children are making towards the early learning goals.

Children enjoy the interactions with staff and take part in some of the activities with the older children. For example, they enjoy the opportunities to play 'kick-rounders' as part of a team. They show their developing skills with the hula hoop and take a turn skipping. Inside the setting they have some opportunity for creative activity such as a craft activity where they make a door sign from felt materials. However, learning is incidental as specific learning outcomes for children have not been identified. Staff support is not directed so that everyday activities are used effectively to extend children's individual understanding and help them to take the next steps in their learning. Children within the early years age range enjoy the company of older children and respond well in general to the staff who provide a relaxed and welcoming atmosphere however their individual needs are not planned for.

Children's health and welfare is satisfactorily promoted because they play in a suitably safe environment and the deployment of staff ensures they are satisfactorily supervised. Children bring their own snacks and packed lunches and so have their individual dietary needs met. They are well supported to learn how to keep themselves and others safe. They receive clear information about the rules in regard to the security of the building and what to do should there be a fire emergency. Accidents are suitably dealt with and the information is suitably shared with parents.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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