

The Hollow Lane Club

Inspection report for early years provision

Unique reference number	EY361100
Inspection date	04/08/2009
Inspector	Mark Anderson
Setting address	Okehampton Primary School, Glendale Road, OKEHAMPTON, Devon, EX20 1JB
Telephone number	01837 52866
Email	admin@okehampton-pri.devon.sch.uk
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).

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 Hollow Lane Club was first registered in 2004 and re-registered at its current site at Okehampton Primary School in 2007. It operates from the school hall and one classroom. Appropriate toilet facilities are located close to these rooms. The club is run by a group of trustees and opens on two Saturdays every month, from 10.00 to 16.00, when outings are undertaken, and on occasional days in school holidays, from 10.00 to 16.00.

The club is registered to provide out of school care for 12 children aged from three to eight years and is specifically for children who have additional needs, including physical and learning disabilities. Students up to the age of 19 years may also attend. There are currently a total of 25 children on roll, including children who are over eight years old. Five staff work with the children. Most have Early Years qualifications and most are also employed at Ellen Tinkham School in Exeter. The setting is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is excellent disabled access.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The club provides the highest standards of care for children from a wide age range and with special needs across the spectrum. The commitment of the staff and their excellent relationships with every child are real strengths of this provision. Each child is made to feel special and truly valued and makes good progress in a very encouraging and empathic setting. The organisation and management of the club are highly effective and the board of trustees are extremely proactive and focused in their work in support of the staff and children. The setting is highly regarded and shows an unusually strong determination and good capacity to improve even further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop a wide range of staff skills through additional training

The leadership and management of the early years provision

The children who have a wide range of severe special needs are happy and settle very quickly in this most caring of settings. The trustees and staff form a most effective team and adopt a very professional approach to all aspects of their roles. Self-evaluation is critical and the staff constantly review the effectiveness of the wide range of activities and outings enjoyed by all the children who attend the club. Planning is thorough and ensures that the needs of all the children are met. The provision ensures that the staffing ratios are particularly generous and this

allows one-to-one supervision for much of the time.

All statutory documentation is in place. Medical and accident logs are completed in detail and kept fully up to date. Daily routines and procedures are carefully thought out and implemented rigorously by staff who benefit from an in depth three day team building and induction procedure annually. There is a real sense of teamwork and mutual support between all staff.

Parents are extremely supportive and place a high value on the nurture and support that their children receive. Based on an annual evaluation questionnaire the parents' responses are almost unanimously positive regarding all aspects of their children's care and development. The partnership with parents is effective and communication is detailed and regular, keeping them fully informed of their child's progress and experiences.

The leadership and management team consider staff training to be a high priority and so are fully aware of safeguarding and child protection requirements and procedures. There is a wide range of resources and children have access to spacious outdoor facilities. The setting places a strong emphasis on practical, 'hands on' activities which are well planned and tailored to the children's specific, individual needs.

The setting is rightly proud of its ability to provide for the needs of an exceptionally wide spectrum of special needs children who clearly love attending the club sessions.

The quality and standards of the early years provision

The clear strength of this outstanding provision is the range of activities and off site trips that serve to enhance the lives of all the children. During the current session visits are planned to a miniature pony centre, local farm, water sports centre, Dartmoor for orienteering and tent building, local park, the cinema and 'The Really Wild Show!'

On site, children were observed enjoying a wide range of activities including indoor tenpin bowling, one-to-one music sessions, cooking, art projects, model making and football – to name just a few. There was a calm and relaxed atmosphere and the staff responded in an extremely professional and caring manner in a wide range of scenarios. Children are comfortable with the daily routine and have clearly developed very close and positive relationships with the staff, resulting in a truly 'golden' time which in turn gives rise to an almost tangible 'feel good' factor. This was evident throughout the inspection but particularly so during the communal lunch session when all staff and children were clearly wholly relaxed and thoroughly enjoying each other's company.

The day to day organisation is very good and well thought through to allow for the best use to be made of the available facilities. The children are encouraged to commit to a healthy diet and lifestyle and parents are encouraged to provide healthy lunches. All the children are given the opportunity to take exercise

regularly in a variety of ways and only the very worst weather prevents the group from going outside.

Staff provide excellent role models and highly enthusiastic play partners, reacting quickly to children's interests, moods and suggestions. Children are encouraged to make independent choices and to take responsibility in as many areas as possible.

Staff have a wide range of skills which are utilised to the full, developing these still further already features in forward planning. All the children are given the confidence to learn and explore and their experience of the wider world is massively enhanced by their attendance at 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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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
---	-----

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