

Firbobs @ Thornton Hough

Inspection report for early years provision

Unique reference number

EY388542

Inspection date

03/09/2009

Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Firbobs @ Thornton Hough was registered 2009 and is one of five settings privately owned by the same provider. The club operates from several areas within Thornton Hough Primary School, in the village of Thornton Hough on the Wirral peninsular. The setting is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. A maximum of 30 children in the Early Years Foundation Stage (EYFS) may attend the provision at any one time, although children up to the age of 11 years old may attend. The setting is on one level and is fully accessible.

Firbobs is open each weekday from 7.45am until 9.00am and 3.15pm until 5.45pm in term time only. The children have access to a secure enclosed outdoor play area. The out of school club supports children with special educational needs and/or disabilities and also children who speak English as an additional language. There are three staff employed, who each have appropriate play work qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff are excellent in recognising and responding to the uniqueness of each child, ensuring this is fully reflected in the provision, by including children's input and ideas at every possible opportunity. Children are extremely happy and confident because of the fully inclusive environment coupled with excellent partnership working, meaning outcomes for them are exemplary. Staff have an excellent understanding of the EYFS and children's achievements are recorded with photographic evidence. Staff are highly motivated by a dynamic leader and a comprehensive self-evaluation identifies the setting's strengths and areas for development.

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 build upon the provision of opportunities for children to be active

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge of each child's individual needs and interests, ensuring these are fully reflected in the provision, by including children's input and ideas at every possible opportunity. A fully inclusive environment coupled with excellent partnership working, means the outcomes for children are exemplary.

Staff have an excellent understanding of the EYFS and children's progress is recorded through photographic evidence. Staff are highly motivated by a dynamic leader, promoting excellence for children.

A range of comprehensive policies, procedures and records are effectively maintained, to comply with requirements and to fully safeguard children. Staff have an excellent knowledge of safeguarding procedures and child protection issues. They attend regular training courses and are kept updated of changes to legislation by the provider. The safety of children is of utmost priority to the setting and children have an active involvement in decision making about their safety. They are involved in carrying out risk assessments by undertaking these themselves under the guidance of staff. They take photographs of themselves in possible hazardous situations and then discuss how these can be minimised. This forms a book about 'keeping safe'. Visits from the local police force and discussions about keeping themselves safe during the summer holidays, further consolidates children's learning. Children wear high visibility jackets when they are in the local community and they are taught to use the 'walking bus' as a safe means of transport.

The management team are strongly committed towards providing excellent care and education for children. The provider continues her professional development by undertaking a Masters degree in Educational Management and Leadership. She positively encourages staff to continue their development by attending training courses, so they are empowered to fulfil their roles effectively. The leadership of the setting is exemplary. The provider has embedded ambition in staff by motivating them and providing them with a monthly audit, ensuring all legal aspects are maintained without exception. She drives improvement as any weaknesses form the basis of an action plan, which staff work on throughout the following month.

The setting provides care for several children with diverse needs. All children are included sensitively whilst additional care is provided where needed. All children are encouraged to learn about similarities and differences in a meaningful way. For example, children recently explored disabilities by looking at the Paralympics. Children practised eating snack with only one hand, executing an obstacle course whilst blindfolded and writing to Guide Dogs for the Blind, asking them to come and visit. They raised money for Guide Dogs for the Blind, through being sponsored on the blindfolded obstacle course. Children are encouraged to contribute to the local area and took part in 'The Big Tidy', where they collected litter in the local village. Staff value linguistic diversity and provide opportunities for children who speak English as an additional language to develop and use their home language in their play and learning. This demonstrates respect for each child's cultural background.

The setting's self-evaluation forms an excellent basis for continuous improvement and allows the setting to reflect on its practice. They use it collaboratively as a working document and encourage staff, parents and children to contribute. Partnerships with parents are outstanding and staff use questionnaires and daily discussion to seek their views. The setting responds quickly and effectively to ideas and suggestions which parents raise. There is a parent's information board and

regular newsletters are sent to update parents on news and activities. Several parents report directly that they are indebted to the club, for making it possible for them to return to work in the knowledge that their children are very safe and their individual needs are well met, where others have failed to do this. Other parents have commented on the caring and friendly nature of staff, the provision of interesting and varied activities and the excellent communication between home and the club.

The quality and standards of the early years provision and outcomes for children

Staff have an excellent grasp of the EYFS. They plan in collaboration with children based on their interests. Children in the EYFS are regularly observed during their play and these observations form the basis of future planning to specifically develop areas of learning for individual children. Staff reflect on their practice as a method of improving the assessment cycle. There is an excellent flow of communication between the school and the setting, ensuring both are working to achieve a shared goal. The ethos of the club although based in a school setting, is to have fun. Children are supported by staff to run their own setting wherever possible. Children are encouraged to take pride in their achievements and are continually challenged, not only in their thinking but also to build their confidence and ability.

The key person approach enables staff to talk with parents at length to find out about their child. This ensures they know about the things children do not like as much as the things they do like, so they can plan accordingly. Children 'earn' raffle tickets for acts of kindness and achievement, no matter how small. They become 'star of the week' and key worker groups have the opportunity to win £30 of equipment of their choice for the club. This gives children a sense of self-worth and builds their self-esteem, enabling them to make a positive contribution. Children enjoy junk modelling, outdoor play, making balloon people, role-play, searching for a dragon on St George's Day and playing with a parachute. Children are encouraged wherever possible to recycle waste products and to learn about being 'green'.

Children's good health is promoted significantly as they are always encouraged to be active. They play outdoors whenever possible and use the local village green to play football, cricket and rounders. Due to recent building work, children have not had access to as many physical activities as usual. Children are encouraged to hand wash regularly and to brush their teeth after meals, decorating their own toothbrush holders, which have egg timers on, so they know how long to brush. Water is available at all times, promoting children's independence in knowing when they feel thirsty and developing good habits. Snacks are varied and always nutritious as the setting makes use of fresh ingredients. Children help to prepare their after-school snack whenever possible. They make the fruit kebabs, smoothies and homemade pizzas. There is a competition for designing the best smoothie.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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