

# Campers Pre-School and Out of School Club

Inspection report for early years provision

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<b>Inspection date</b>	10/09/2009
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<b>Type of setting</b>	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).

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

Campers Pre-School and Out of School Club has been running since 1995 as a breakfast club, after school club and holiday play scheme. A service for children aged from two to five years began in 2007. The provision is individually owned and run and operates from a mobile unit in the grounds of Hunsbury Park Lower School in Northampton. There is a ramp to the entrance and there are two playrooms and toilet facilities off the reception area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children aged under eight years may attend at any one time and all may be in the early years age group. There are currently 52 children aged under eight on roll and 37 are aged under five.

The provider, manager and a staff member care for the children and all hold early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet children's individual developmental needs well and promote children's welfare satisfactorily, although one welfare requirement is not currently being met. The provider and staff are aware of strengths and areas for improvement and they work effectively together to ensure that the needs of children, parents and carers are met. The current focus is to teach children more about safety and to promote further the benefits of healthy eating, exercise and rest. Information obtained from parents helps staff to identify and address children's differences. They ensure that different cultural, religious and dietary needs are known and addressed.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with each child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 30/09/2009

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

- ensure that children are supervised at all times; with specific reference to the outdoor play area
- make sure that the risk assessment covers everything with which a child comes into contact; with specific reference to the supervision of children, use of large climbing equipment in the outdoor area and items in the outdoor

- area that potentially pose a risk
- extend systems for use of parents' information, as well as observation and assessment, to plan for each child's learning.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a secure and welcoming environment. Staff assess and generally limit risks on a daily basis and risk assessment records have been drawn up. However, children's safety is not fully addressed because the risk assessment does not identify that there are times when children are left to play outside unsupervised, that in the outdoor play area climbing equipment is used on a concrete surface and that splintered wood is accessible to children. Staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage (EYFS) requirements and Local Safeguarding Children Board (LSCB) procedures. The provider ensures that procedures for recruitment, selection and induction are clear. Staff members' suitability is checked before they have unsupervised access to children. Good health and well-being is promoted effectively and necessary steps are taken to prevent the spread of infection. Staff teach children about keeping safe and healthy. Parents provide packed lunches and ideas for healthy options are discussed with parents and are displayed in the reception area.

The Ofsted self-evaluation form has been completed and identifies strengths and weaknesses. The provider strives for improvement by ensuring that all staff are qualified and are motivated to continually improve their knowledge and skills. Recent training courses include safeguarding, first aid, food hygiene and play skills. Recommendations raised at the time of the last inspection have been satisfactorily addressed. The provider was asked to ensure that parents sign the accident record, that heaters do not pose a hazard to children, that the written complaints procedure includes the telephone number of the regulator, and that a named deputy is appointed. Since this inspection the provider has also been asked to address actions raised with regard to qualifications, first aid training and attendance records. These have also been satisfactorily addressed.

The provider seeks the views of parents/carers about the provision, for example, with an annual questionnaire. Parents and children are continually invited to place comments in a box kept in the reception area. Information on the Early Years Foundation Stage (EYFS) is provided and all required policies and procedures are shared with parents. They are made aware that their child's assessment folder is available to them at all times. Admission forms clearly identify children's individual needs and parents are initially asked to complete an 'All about me' leaflet that includes questions on family members, favourite toys and games, and what their child likes to do best. The provider and staff liaise with the school, external agencies or services to ensure that a child gets the support he or she needs. Staff are aware of the benefits of establishing links with other providers in order to provide consistency of care and education for children attending different settings.

Staff ensure that they provide effective inclusive care for children. Children are

encouraged to recognise their own unique qualities and characteristics they share with others. They learn about similarities and differences through play. As part of a topic, 'all about me' children use a mirror to complete observational drawings of themselves and skin tone paints are used. Staff talk about different skin colours, hair and eyes. Celebrations of cultural festivals take place and children are encouraged to bring in pictures of their families. Toys and play equipment reflect positive images and appropriately meet the developmental needs of the children who attend.

Most required records are kept in good order and written information provided for and obtained from parents and carers with regard to children's care is generally good. However, welfare requirements are not fully met because information about who has legal contact with each child and who has parental responsibility has not been obtained. The setting's policies and procedures are effective and inclusive for those children who attend.

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

Children are provided with sound opportunities to help them to make progress across the six areas of learning. The planning for children is flexible as key workers respond to individual learning needs and use their assessment to inform next steps. However, systems are not yet fully in place for use of information from parents to plan for their child's learning and development.

Children are confident and sociable. Friendships have formed and all children are emotionally secure because relationships are good. They behave well and are learning to share and take turns. Children confidently express their views and ideas. Manipulative skills are practised daily as children benefit from having access to writing materials, safe small toys and tools. Children are learning to use the computer mouse and how to load a program and older children do so competently. Pencil control is good. They are aware that letters represent sounds and are supported by staff in selecting magnetic letters to spell out their names. Children enjoy looking at books in a cosy area of the playroom. They spontaneously use mathematical language as they play. For example, whilst playing with dough a child takes most of it and her friend objects. She gives back a small piece but says to her friend, "look you've got more than me now!". Children confidently count 'one on one' as they thread cotton reels. Children have daily opportunities to experiment with a range of media and materials. Their creativity is encouraged as art and craft activities and role-play resources are always available.

Children explore change as they help to plant and grow flowers and they develop an awareness of their own needs in relation to other living things as they help to care for the hamster and goldfish.

Their good health and well-being is promoted well by staff and they are learning how to keep themselves healthy and safe, for example, good personal hygiene, road safety, safety on nature walks and the reason why the fire drill is practised. Children are wearing sun glasses outside and they know that these stop the sun from hurting their eyes. In discussion with a staff member they also know that sun

cream stops them from burning. A 'free-flow' system operates for all children so that they can choose to play with equipment and activities outside or in the playroom, thus promoting their independence although staff supervision is an issue. Appropriate equipment to promote physical development is available as children practice steering and pedalling skills, balancing and climbing skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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