

Explosion The Altogether Club

Inspection report for early years provision

Unique reference number

253262

Inspection date

14/09/2009

Inspector

Yvonne Layton

Setting address

Sutton Road School, Retrace Centre, Moor Lane, Mansfield,
Nottinghamshire, NG18 5SF

Telephone number

07904451898

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Explosion The Altogether Club opened in 1996. It operates from The Retrace Centre and the school hall at Sutton Road Primary School, in Mansfield, Nottinghamshire. There is a flight of steps to enter the club from inside the school and level access to the club from the outside. There is a secure outdoor play area. The club serves the school and also children from the local community, if places are available.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 20 children from three years to under eight years. There are currently 30 children on roll, of whom three are within the early years age range, two in the breakfast club and one in the after school club. The club operates from Monday to Friday during term time only, with a breakfast club from 8.00am until 8.50am and an after school session from 3.15pm until 5.45pm.

The club employs five staff who work with the children, of whom all hold appropriate early years qualification. The club is run by a management committee, receives support from the Nottinghamshire Early Years Development and Childcare Partnership and works in partnership with the school in which it is situated.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage (EYFS) enjoy their time at the club, make good progress in their learning and development and their welfare is promoted. Inclusive practice is well-promoted for all children through recognising and supporting their uniqueness. Effective links with parents and the other providers help ensure consistency in care and education. Actions from the last inspection have mostly been met. The play leaders have high aspirations for developing the quality of the club and their enthusiasm is shared by the staff ensuring continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure risk assessment is always available.(Documentation.)
- 01/10/2009

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

- review policies, procedures and records to ensure they all contain up to date information and correct details

- ensure all adults have a clear understanding of their roles and responsibility with particular regard to the committee and nominated person.

The effectiveness of leadership and management of the early years provision

Children are very well protected as there are clear safeguarding children procedures. The leadership is committed to ensuring staff's knowledge of safeguarding children procedures is effective and they have clear understanding of their responsibility. Children are protected and their welfare supported as all required documentation is in place. However, there is potential affect on children's welfare as some of the policies do not contain current information or sufficient detail. At the inspection the registration certificate was not on display and this is a breach of requirements. The club has established routines to protect children both in the room and outside. There are daily written risk assessments and also additional assessments undertaken by the school and shared with the club to ensure children are kept safe. However, a requirement was not met as the general risk assessment was not available at the inspection. Safety equipment is in place and the club has effective security measures. Children are protected in an emergency situation as regular evaluated evacuation drills are practised. Their health and welfare is supported well as the staff complete and appropriately involve the children in established consistent hygiene and safety procedures.

The play leaders are intensely focused on developing and enhancing all areas to ensure all children are enabled to enjoy purposeful play and ensure their safety is well promoted. Self-evaluation by the play leaders and staff reflects what the setting does and what it needs to improve. Action plans are in place and there are clear priorities for improvement to promote effectiveness. The adults are focused on the children and their enthusiasm reflects on the children attending the club. As a result, the club has good capacity to maintain continuous improvement. Although the play leaders are supported by the committee and nominated person, responsibility for administration, such as processing staff documents and liaison with Ofsted, are not clearly defined.

Children are cared for by staff who have secure knowledge of the EYFS. All staff have an ongoing training file which details training they have completed and what they need or wish to do. Staff are well-deployed with effective systems in place to ensure required ratios are met. Efficient structures are in place to ensure staff are suitable for their role and are clear about their day to day responsibility. The club is well-resourced and maintained to a high standard of cleanliness. Resources available provide stimulation and challenge for the children.

Inclusive practice, equality policies and procedures are carefully implemented throughout the club so that all children have their welfare needs met and achieve as well as they can. Each child's individual needs and culture is recognised, supported and celebrated. Partnerships with parents and carers are well established and ensure each child's needs are met. Parents receive written information about the EYFS, themes and activities alongside displays of planning and menus. Parents are involved in supporting their children's learning by

involvement in themes and activities. During an 'All about me' topic parents were asked to allow their children to bring in family photographs and for a beach theme they supplied related interest items. Currently discussions are used to ascertain children's starting points. Information about the children's life and progress is shared throughout their time at the club. All of the staff work within the school and know the children very well. Links within the school, such as liaison with the reception class teacher, the head of school and other services promote integration of care, education and extended services.

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

Children are happy and settled at the club. Interactions are very good and all children benefit from caring, warm staff. Children have a real sense of ownership of the club and demonstrate good social skills. They consider each other, help with appropriate jobs and make their own decisions as they self-select activities. Children respond to the club rules that are based on respect. This includes putting away activities after using them. Play is purposeful as staff give encouragement and ideas about activities and are skilled at intervening when necessary and stepping back as children explore and investigate for themselves. All children respond well to staff. Staff effectively use encouragement and praise. They pose challenging questions and encourage children to think critically. Children are positively involved in all aspects of the club as they are consulted and informed. For example, at the start of each session staff explain the planned activities, also reinforcing self-selection, and give children explanations of what is happening during the session. The setting is rich in children's own work, bright pictures, photographs and displays. Each child has their own file and observations are undertaken. Close liaison with the reception teacher ensures activities and individual learning priorities are shared.

Alongside a focus on children's self-selection, theme planning is in place. This involves detailed, extensive, extended activities all linked to the overall theme and the areas of learning. For example, the 'All about me' topic includes where children live with activities such as box modelling of their home, role play of a doctor's surgery involving weighing and measuring. Children learn about culture as the theme is linked to around the world, such as looking at art around the world, clothes, food tasting and music. Creativity and self-expression are encouraged as children make a self portrait and consider their ideas for future careers and investigate their dream job. A sense of belonging is promoted as family photographs are used in a family tree display. Children learn about nature as they collect leaves to use in creative activities.

The environment efficiently supports children's learning. There are specific areas to meet the areas of learning such as a role play area, book area and a mark-making and technology area. Sand play is always available and a good range of resources for outside, including skittles, balls and hoops. Staff support children outside to play individual and team games. Activities are extended or changed to stimulate children's interests. All children are encouraged to participate in planned activities, such as making 'fairy gardens' and beaches with animals and grass. Throughout

there is a focus on children's self-expression within all creative work. Music, number, reading and writing are well-promoted and enjoyed by the children. Children listen to varied music, enjoy spontaneous events including stories, phonic awareness and musical instruments. Each child has their own diary in which they can draw and record anything they wish. Visitors to the club, for example to provide and explain activities to celebrate Diwali, and outings to the library to select books and research topics, enrich children's experience.

Children's welfare and safety is effectively well-supported. They feel safe in the club and confidently approach adults. Children are alert to dangers and staff fully involve and inform them of issues, such as a child discovered a pool of water from one of the sinks and reported it to a member of staff who instantly stopped the children's play and told them about the hazard. The staff member thanked the child for bringing it to her attention. Safety awareness is extended through themes such as road safety. Children learn about healthy eating as they make a montage of different food categories and create their own breakfast menu. All children are involved in preparing snacks such as cutting up different fruit and vegetables and making their own pizza. Throughout these activities staff talk to children about healthy eating, self-care and promote good hygiene. Staff use encouragement to get children to try new things.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
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	2
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	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- display the certificate of registration on the premises on which childcare is provided.(Certificate of registration.) 01/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the inspection report.(Certificate of registration.) 01/10/2009