

Crofton Out of School Care Limited

Inspection report for early years provision

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EY316034

Inspection date

08/10/2009

Inspector

Coral Hales

Setting address

Crofton Youth Project, Crofton Community Centre,
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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

Crofton Out of School Care Limited is a privately owned breakfast and after school club registered in 1999. It operates from a room in the Youth Wing of Crofton Community Centre in Fareham, Hampshire. It serves the local and wider area, with children attending for a variety of sessions. The group is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare register. A maximum of 34 children aged from four years may attend at any one time. There are currently 79 children on roll.

The group operate five days a week during school term times. Sessions are from 7.30am until 8.45am and 3.15pm until 6pm each weekday. Children are taken to and collected from two local infant schools and two local junior schools. Children have access to a nearby park and a field under supervision.

Six staff are employed to work with the children, of whom three have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and have fun when attending the club and quickly become involved in the daily routines and activities. Their welfare is effectively promoted by staff in order for their safety and well-being to be supported and they value each child as an individual. Staff are not fully secure in how to implement the Early Years Foundation Stage (EYFS) framework and this can impact on the learning of the children. There are suitable links with the schools to ensure staff are aware of children's differing needs following a day at school. Friendly and relaxed relationships are in place with the parents. The staff are beginning to reflect on their own practice and through discussion the owners show a clear willingness to make continuous improvements.

What steps need to be taken to improve provision further?

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

- conduct regular staff appraisals in order to identify the training needs of staff and ensure a programme of continuing professional development is devised to ensure these needs are met
- further develop staff's knowledge and understanding of the early learning goals to ensure that appropriate interaction and support is given to the children
- review and implement systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- continue to develop systems of observations to records children's progress to

ensure suitable play and learning experiences are provided and next steps identified.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the staff are aware of their duty to protect those being cared for. Some staff have attended training and others are booked to attend to develop their knowledge. Policies and documents are maintained as required and available to parents. Risk assessments are effective and this means that children play and stay safe on the premises supported by daily safety checks.

Staff have a satisfactory understanding of children's needs and consider these when planning the daily routines to benefit children's health and well-being. The owners have a clear understanding of the benefits of self-evaluation and reflective practice. However, they have not yet implemented a formal system to monitor areas of change to ensure continuous improvement is maintained. Suitable recruitment systems are in place and staff are generally effectively deployed. However, routine tasks can keep them from interacting with the children. Lack of staff appraisals and staff meetings means training needs are not fully identified and insufficient emphasis is placed on maintaining continuous professional development for all staff.

Effective links with the different schools ensures that information about the children is shared daily and this supports transition from school to the after school club. Parents are provided with some details relating to the club and can also access the group's website for more information. Effective daily communication with parents keeps them well informed.

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

Crofton Out of School club provides a child friendly environment in which children are comfortable to learn, play and develop. Planning is flexible and activities are led by the interests and enthusiasms of the each child who attends. Staff organise the group effectively and the space available is utilised well and offers children the space to play happily using a good range of resources. However, staff lack understanding of the EYFS framework and this impacts on the children's learning. For example, not all activities offered are sufficiently supported or promoted to ensure stimulation and challenge for the children. Staff have recently implemented observation and assessment books that highlight information about children's activities and care details. However, these do not clearly show progress made or identify next steps in learning.

Children quickly engage in activities as soon as they arrive at the club, mixing with others with confidence. Some immediately sit down at the craft table and become totally absorbed in what they are doing. Others move around watching the older children and then join in using small world equipment to develop their imaginative

skills. For example, playing with the fort, cars and animals. Children show good use of language as they chat happily to each other and enjoy talking to the staff. They play well together, negotiate and behave generally well.

Children benefit from the nutritious snacks provided. Healthy choices are generally encouraged and drinks are available at all times. Tea time is a social occasion and children select fresh salad vegetables, cheese and ham and then make their own pitta sandwiches. Regular daily routines encourage the children to develop independent self-help skills. Children have lots of fresh air as they walk home from school across the park. Staff help children to learn simple safety measures to ensure that they are aware of how to keep themselves safe. For example, children take part in a walking bus as they walk back from school with staff.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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