

Sneinton Hermitage

Inspection report for early years provision

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EY239325

Inspection date

03/11/2009

Inspector

Diana Pidgeon

Setting address

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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

Sneinton Play Centre Out of School Club registered in 2002. It operates from Sneinton Hermitage Community Centre in Sneinton, close to Nottingham city centre and is provided by a voluntary management committee. Children have access to a hall on the ground floor, a sports hall on the first floor, side room and small enclosed outdoor area. The community centre is fully accessible and has a lift to the first floor. The out of school club operates Monday to Friday, 3.00pm to 6.00pm during term time only. A collection service from the local schools is provided. The holiday play scheme runs most school holidays from 8.30am until 5.30pm.

The facility is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 37 children under eight years of age may attend at any one time. Currently there are 24 children from four years to 11 years on roll. A total of five staff and two volunteers work with the children at different times. All of the staff and one volunteer hold relevant qualifications and the other volunteer is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a wide range of interesting activities and make good progress in all areas of their development and learning. The quality of the relationships between adults and children is a strength and ensures children thrive in a safe, secure and inclusive environment. Children develop an exceptionally good awareness of healthy living through the many and varied opportunities for building their knowledge of nutrition and benefits of exercise. Partnerships with parents and the schools the children attend effectively support all children so that their needs are known and met. There is a strong commitment to continuous improvement, which is based on accurate self-evaluation.

What steps need to be taken to improve provision further?

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

- improve the record of accidents to children, with reference to ensuring confidentiality is maintained and that space is available to describe injuries in more detail
- ensure the fire evacuation procedures are practised sufficiently regularly to ensure children's safety.

The effectiveness of leadership and management of the early years provision

Children's health, safety and welfare are promoted through the effective management of the provision. Staff take positive steps to ensure the premises are safe and suitable for the children to use and good levels of security are in place. They undertake risk assessments for the premises and consider any risks associated with the outings undertaken so that appropriate steps are taken to keep the children safe. Appropriate measures are in place to protect children in the event of a fire, although practices are not sufficiently frequent to ensure all those attending develop a good understanding of how to leave the premises in an emergency. All staff show a good understanding of their responsibilities towards safeguarding children and this has been raised through their attendance at relevant training. Robust recruitment and vetting procedures ensure only suitable adults work in the club. Children's health and safety is further protected as all staff hold first aid qualifications and relevant health information and consents are in place so that adults may act in children's best interests in the event of accidents or illness. All of the required documentation is held and readily available in the event of an emergency. Records are generally comprehensive and all meet the standards required. However, the format for recording accidents to children has several entries per page meaning that space to record detailed explanations is limited and that confidentiality is not maintained.

Staff make very good use of the facilities within the centre and local community to provide a wealth of interesting and worthwhile activities for the children. The good progress children make in their learning and development is directly attributed to the thoughtful use of resources and effective deployment of staff. The management work tirelessly to ensure funding is available to provide the children with good resources and to take them on a range of outings in the local and wider community. They engage in initiatives, such as a healthy living project, which have direct benefits in raising children's awareness of healthy lifestyles. Staff work closely with parents and the local schools in order to exchange relevant information to support children. For example, detailed information is shared at the time of enrolment to ensure children's starting points are known. Staff use observation and assessment skilfully in order to recognise children's interests and to support their development through their freely chosen play activities. Clear systems are in place to support children with special educational needs so that they are fully included in the provision. The setting works with children and families who speak English as an additional language and uses a range of methods to ensure good communication is maintained, including having signs labelled in languages used by the children and utilising staff who speak more than one language. This ensures children are not disadvantaged.

The manager and staff are highly focussed on helping children to achieve. Staff training is given high priority so that they have the knowledge and skills to support children of all ages and abilities. Since the last inspection they have worked hard to raise standards and have addressed all of the recommendations made. They use self-evaluation effectively to recognise their own strengths and to plan for further developments. They demonstrate a good capacity for continuous improvement.

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

Children thoroughly enjoy their time in the out of school club because there is a wide range of activities available to interest all ages and abilities. From the time children arrive there is lots set out for them to do, whether they wish to be active or to sit and play with toys and creative materials. Resources are well-organised so that children can make choices in what they do and follow their own ideas and interests. Children quickly become absorbed in activities such as making a greetings card for a special occasion and playing card games with their friends. Young children are included because staff ensure activities are adapted to meet their needs and provide appropriate support. For example, they help them learn the rules of a game that is new to them. Children behave respectfully within the club and friendships between children of all ages and from different schools are established. Older children act as role models for the younger ones and ensure they are given equal access to all areas, often offering guidance and actively including them in games. Staff place a lot of emphasis on developing children's social skills and encourage them to always express their ideas and opinions. They use their knowledge of the Early Years Foundation Stage and individual children to ensure young children continue to make progress in their learning through what is provided in the club.

Children's awareness of healthy living is exceptionally well-developed as a result of the wealth of activities undertaken to highlight the importance of a good diet and exercise. The small outdoor area at the community centre provides children with a 'city garden' where they grow a wealth of fruit and vegetables which they harvest and eat. They also grow herbs and flowers and take responsibility for the care of these themselves. Trips to the local allotment and orchard provide further regular opportunities to learn about food production. For example, at the orchard children gather apples and press these to make their own juice. Children show a willingness to try new tastes as they make a cake using pumpkin at Halloween and toast the seeds from inside. At snack times children understand what they are eating and how this contributes to their daily nutritional requirements. Fresh fruit and drinking water is always available to them. Children also develop an interest in physical activities and as a result, spend limited time using the games machine and computer. They enjoy a range of team sports and traditional games. In holidays they go bowling, skating and to adventure playgrounds so that they are introduced to new ways to enjoy exercise. Children particularly enjoy some recent outdoor pursuits such as den building, which allows them lots of time in the fresh air.

Children understand how to behave safely and follow good personal hygiene routines with minimal reminders from the adults. Older children are mindful of the younger ones, particularly when playing physical games. Children understand the rules of the club and know that their opinions and ideas are respected. They form good relationships with one another and the adults so that the atmosphere within the club is warm and friendly. Children are free to make their own choices and decisions and adults ensure these are good choices by offering sensitive guidance

and support. As a result, their time in the club is beneficial and promotes their learning and development well.

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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
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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	1
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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