

# Hedgehogs at Kings Copse

Inspection report for early years provision

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**Unique reference number** EY392624  
**Inspection date** 17/11/2009  
**Inspector** Anne Gunston

**Setting address** Kings Copse Primary School, Kings Copse Road, Hedge  
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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

Hedgehogs at Kings Copse opened in 2009 and operates from rooms within Kings Copse primary school in Hedge End, near Southampton. The after school and holiday club uses the main hall or a classroom, generally children have sole access to the rooms during opening times. Children have access to cloakroom facilities within the school and full use of the outdoor play space. Children from this school and from Berrywood and Wellstead schools may attend for: after school care during term time from 3.15 pm until 6.00 pm; and during school holidays from 8:00 am until 6.00 pm.

The club is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend the club at any one time; the club also accepts children up to 12 years of age. Currently one child in the early years age range is on roll and 20 older children also attend. There are four staff employed to work with the children, two of whom are qualified in childcare and education. One member of staff is working towards a relevant qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

There are effective partnerships with parents of children attending for out of school care. Staff obtain information from them at the point of registration and update this by conversations each day, ensuring they have sound knowledge of children's individual needs. The setting demonstrates ability to support every child so that none is disadvantaged and offer an inclusive, welcoming environment. The management team have begun to review the service they provide in this setting and have identified areas for improvement, which are likely to bring out increasing benefits for the children in future.

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

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

- ensure all staff have an up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately
- ensure regular evacuation drills are carried out and details recorded in the fire log book of any problems encountered and how they were resolved
- further develop the role of key person to children in the early years age range to support the planning of activities based on observations of children's achievements and ensure that all staff are aware of children's developmental progress.

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

The staff team act in the best interests of all children with regard to keeping them secure in the setting; they demonstrate commitment to protecting the children in their care. For example, they implement the policy relating to uncollected children well and provide constant supervision for children until parents or emergency carers collect them. There are established systems in place to ensure that anyone who has responsibility for children is vetted appropriately. Children are supervised closely in the setting. Staff are particularly careful to allow children some independence as they leave the hall to use school toilet facilities. They ask that all children tell them where they are going and monitor if younger children need more one-to-one assistance. Staff describe how children are not allowed to access other parts of the school during the setting's opening hours. Children in the early years age range are escorted to the hall by teaching staff or the setting's staff who collect them in the mini-bus from other schools. The staff team have sound relationships with teaching staff at all schools which supports regular exchange of information concerning the children. The management team and staff have attended training to enable them to deal with safeguarding issues. All staff can describe the procedures to follow should they have concerns about a child; in practise, this means initial discussion with the setting's manager who is the designated person. The records kept of any accidents or incidents support them if concerns arise. However, some staff members lack secure knowledge of how to identify the signs or symptoms which may indicate that a child is being harmed, so are unable to implement the setting's child protection policy effectively.

The staff complete checks on the areas of the building and resources children use; they deal with any safety concerns promptly. For example, staff guide other users of the building, who may need to stack chairs or move through the hall, to ensure this is done carefully and does not affect children's ability to play safely. Staff discuss fire evacuation with children and the older ones show understanding of how to behave and keep themselves safe. They listen closely to staff who discuss the procedure with them. However, children attending the setting have not yet practised evacuation to prepare them to deal with such situations calmly.

The management team are experienced in operating out of school care for children in the early years range and older children. They have systems in place to monitor and evaluate the service they offer parents and children, to ensure this remains inclusive and welcoming to all. They recognise the value of including parents in the process and have prepared a questionnaire to seek their views when this setting is more established. They state their intention to also include staff, by means of planned staff meetings, with the intention of creating a common sense of purpose between all who work with the children.

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

All children are settled and happy in the setting. Those in the early years age range benefit from good relationships with older children, who clearly know the rules and show consideration for younger ones. Young children are beginning to develop a sense of security in the setting and turn to staff to help resolve problems, such as who may use the computer games. Staff intervene appropriately at these times; they suggest that two may be able to work together, helping children to deal with potentially difficult situations in a calm manner. The staff show ability to implement the setting's behaviour policy, which expects that children must be listened to and receive an explanation for why some actions are unacceptable. All children receive praise from staff when this is earned. Staff positively encourage the older children to be involved in supporting and helping younger children. This means that older children are good role models, behave well, provide reassurance and help others willingly.

Children predominantly choose the activities on offer in the setting and the resources used are stimulating and attractive. The staff team do plan activities that children may choose to participate in; the range of activities on offer incorporates all areas of learning. They include activities relating to other cultures and festivals so children become aware of the wider world. Children in the early years age range are able to make decisions and focus on their favourite activities. Staff are aware of children's preferences and most support children's choice well. These younger children are allocated a key person to help them become familiar with the routine and they take overall responsibility for liaising with parents. Observations are carried out to assess their participation and enjoyment of activities. Although these records do not identify the next steps for children in the early years age range, key staff are mostly able to identify children's strengths or where additional support is needed. However, some are unfamiliar with the children's developmental progress and provide varying levels of support to extend children's understanding. Overall, children make acceptable progress, given the setting's stated aims that children can only achieve if they are enjoying themselves.

All children have plenty of opportunity to engage in a range of physical activities, both within the hall and the school grounds. They are able to be active with equipment such as skipping ropes, quoits, softball or the parachute game. Staff demonstrate skill in making sure children understand the importance of playing carefully at these times, so everyone can feel safe. The staff team remind children about the need for good hygiene routines and explain why precautions are needed. For example, staff explain that children need to use gloves for handling pieces of fruit as they make fruit kebabs. This activity is an enjoyable effective means of encouraging children to try different healthy foods. Staff remind children to wash hands before snack time. The children are encouraged to help themselves. Staff offer help to younger children when using knives for spreading the wide variety of toppings and sandwich fillings, promoting their independence.

## 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	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	3
The effectiveness of partnerships	3
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	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