

Scooters Playclub

Inspection report for early years provision

Unique reference number

EY339397

Inspection date

23/09/2009

Inspector

Fiona Robinson

Setting address

Hanbury C of E First School, School Road, Hanbury,
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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

Scooters Playclub opened in 2006 and operates from Hanbury First School. It is situated in a rural location on the outskirts of Bromsgrove and Droitwich. There is disabled access to the setting. A maximum of 24 children may attend the club at any one time. There are 58 children on roll; of these, eight are under five-years-old. The setting is open each weekday from 3.00pm to 6.00pm term time. The club also opens during the school holidays from 8.00am to 6.00pm. All children share access to a secure enclosed outdoor play area. The club has procedures to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two permanent members of staff and additional temporary staff are available if required. The manager and two other staff hold a suitable early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are keen to attend and are interested and absorbed in their play. They are fully included in an interesting range of indoor and outdoor activities. Partnerships with parents and the host school are outstanding and ensure that staff have the necessary information to support children's individual needs. The staff team are very effective at promoting the children's individual needs. The staff team are also very effective at promoting the children's welfare. They accurately identify strengths and areas for improvement and show a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of assessment to inform future learning
- increase the use of technology in activities for learning and for recording children's achievements.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding issues. Children are kept safe from harm and neglect because rigorous policies and procedures are fully implemented. Risk assessments are conducted regularly and fully documented to ensure risks are minimised. Children stay very safe, because staff are vigilant and security within the setting is excellent.

Excellent links exist with parents and the host school. Staff keep parents well informed of their children's achievements and special events. They recognise the

need to develop the individual learning journeys for the youngest children and share these on a regular basis with parents. Excellent links have been forged with the host school and the setting benefits from the use of the well-maintained indoor and outdoor area. Information is shared effectively through newsletters and notices on the parents' board.

There are clear, comprehensive procedures in place for identifying what works well and areas for improvement. Staff meet daily to discuss planning and are developing the use of assessment to inform children's ideas for topics and incorporate these into the planning. They hold more formal meetings on a monthly basis and have introduced assessment procedures to record the information for the youngest children. There are clear plans in place for future improvements, including developing the use of technology to support learning, for example, through using the digital camera to record children's achievements. The setting is well led and managed and good use is made of resources to meet the needs of the children. Staff promote equality and diversity very effectively and actively. As a result, all children are fully integrated and achieve well. Good use is made of monitoring of activities and staff demonstrate a shared commitment to the development of good quality practice.

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

Children enjoy learning through play and practical activities. Staff involve children well in the planning and value their contributions. The systems for assessment and recording observations are being developed to inform future learning experiences in the setting. Children are keen to explore their environment and achieve well because activities are well planned and resourced.

Children's health and safety is promoted well through daily routines such as snack time. They learn about healthy eating and engage in regular physical activities. They enjoy team games such as football and use the excellent outdoor facilities whenever possible. These include an exciting adventure area, a playing field and a lovely natural area where children can build dens and relax. Snacks include fruit salads, toast and healthy spreads. Children are kept well informed of healthy eating and know the importance of taking exercise. They also know how to keep safe and learn how to use equipment safely in their activities. Through being fully included in the life of the setting, they develop excellent relationships with other children. Staff have high expectations of behaviour and are excellent role models. All children are valued and helped to appreciate diversity through festivals such as Harvest, Diwali and the Chinese New Year, and activities such as 'Drumlove', an African drumming experience. They enjoy fundraising events and regularly raise money for a range of charities.

Children enjoy creative activities and learning about rocket ships and space. They co-operate very well as they play with their medieval castle and enjoy playing tabletop games with their friends. They create paradise islands and imagine they are pirates searching for hidden treasure. They develop a good awareness of environmental issues and enjoy going on bug hunts. Their environment is bright,

purposeful and stimulating and displays are artistic and attractive. Independence is promoted well and children of all ages play harmoniously together. Overall, children are prepared well for life outside the school day.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1
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

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

Met