

Ashbrook Tigers

Inspection report for early years provision

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EY279991

Inspection date

07/10/2009

Inspector

Tara Street

Setting address

Ashbrook Infant & Junior School, Victoria Avenue,
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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

Ashbrook Tigers is an out of school club and is run by a voluntary committee. It opened in 2004 and operates from the children's centre room of Ashbrook Infant and Junior School, Borrowash, Derbyshire. All children share access to a secure enclosed outdoor play area. A maximum of 40 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 12 years. The club is open each weekday during term time from 7.30am to 9.00am and 3.15pm to 6pm and during school holidays from 7.30am to 6pm.

There are currently 40 children on roll. Of these, 15 are under eight years and of these 10 are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six members of staff, including the manager, who work directly with the children. Four of the staff hold appropriate early years and/or play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a fun, busy and safe environment for children. Children are very much valued as individuals and treated with warmth and respect by the staff. The manager demonstrates a positive attitude and commitment to improving the quality of care and learning experiences, for the benefit of the children. All involved in the setting continually strive to improve, resolve any weaknesses and implement new ideas. The effective relationships between parents, carers and other early years professionals ensure the children's individual needs are met. An inclusive and very welcoming service is provided by the staff in the club.

What steps need to be taken to improve provision further?

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

- provide more regular opportunities for children to access and develop their skills in using information and communication technology
- ensure opportunities for children to develop their self-reliance and independence skills are consistently provided
- update policies and procedures to ensure they are fully in line with the Early Years Foundation Stage
- review monitoring procedures to ensure that all correspondence sent to the regulator about significant changes to the provision is acknowledged or

responded to.

The effectiveness of leadership and management of the early years provision

Children benefit from the professional leadership and management of the setting. Staff work hard to extend their skills and professionally develop through attending courses and completing recognised qualifications. Clear and robust recruitment procedures are in place, which ensures all adults working with the children are suitable to do so. Staff have a very good understanding of the safeguarding policy and know what action to take if they were concerned about a child. Children are safeguarded effectively, because daily safety checks are completed before children use any of the play areas. Children benefit from a high adult to child ratio and receive close individual attention from staff. Inclusive practice helps to ensure that all children feel welcome and valued. Record keeping documents, policies and procedures are in place to guide staff practice. However, these have not yet been updated to ensure they fully reflect the current Early Years Foundation Stage requirements. The setting ensures the regulator is notified of any significant event which impacts on the care and welfare of children before it occurs. However, monitoring procedures to ensure this correspondence is acknowledged or responded to by the regulator are not robust. Staff provide a welcoming environment in which children can choose to relax or be active, with access to a good range of well-organised resources. Effective staff deployment provides good support for children's welfare and development.

The staff work very well with parents and carers and value their comments and ideas. Parents are warmly welcomed into the club every day. Staff are available to discuss a child's day and the progress they are making. Newsletters and a notice board keep parents informed and included in events in the setting. Parent's comments indicate that they are extremely satisfied with the care and educational provision their children receive. There are clear links with other early years' practitioners and as a result continuity of care and learning for individual children is good.

The setting has good systems in place for monitoring and evaluating the practice, this includes actively seeking the views of staff, parents and children. For example, through questionnaires and regular staff meetings. As a result, the manager and staff are aware of the strengths and areas for improvements within the setting and this has a positive impact on children's welfare and learning. Future plans are well targeted to bring about further improvement to the provision.

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

Children are relaxed and show a positive attitude to learning. They are happy, confident and well-settled in the setting and consequently enjoy their time in the setting. Children have the opportunity to experience a broad range of planned, themed and free choice activities. Interactions are good and staff are proactive in

enabling children to express themselves, experiment and explore. Good planning of activities has a clear focus on children's interests and developing their social awareness. Staff observe children as they play, using their observations to ensure that each child's needs are being met and to plan the next steps in their learning. Children make many choices, initiate their own activities and play imaginatively with the resources available. However, some opportunities for children to develop their self-reliance and independence skills during snack routines, such as pouring their own drinks and serving themselves, are not consistently provided. Children experience regular opportunities to enjoy mark-making using a variety of different resources. As a result, their imagination and creativity is effectively supported and promoted.

Children work well together, for example, sharing their knowledge of number and shape to resolve problems of design when constructing with building blocks. The staff have a sound understanding of creating a welcoming environment in which children learn to take care of themselves. For example, they clearly understand why they wash their hands as they talk about how this 'gets rid of germs' and have ongoing discussions with staff about how to keep themselves and others safe. Staff make good use of the identified indoor and outdoor play areas to promote the children's confidence and to enable them to enjoy a range of experiences. For example, children enjoy playing games of basketball and using small sports equipment to practise throwing and catching skills. These also help children to develop healthy lifestyles from an early age. Their knowledge and understanding of the world around them is effectively promoted through their involvement in a range of activities, which look at different celebrations and cultures. Children's information and communication technology skills are generally promoted as they experience a suitable range of opportunities to access a television, games console and camera. However, some opportunities for children to explore technology such as programmable toys and battery operated resources are limited. Overall, though, children are developing a good range of social and educational skills that will help them as they get older.

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

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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	2
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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