

# The Portacabin out of school club

Inspection report for early years provision

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**Unique reference number**

EY334148

**Inspection date**

19/11/2009

**Inspector**

Eira Gill

**Setting address**

Arundel Court Junior & Infant School, Northam Street,  
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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**

The Portacabin out of school club is managed by a voluntary management committee and occupies two rooms in a portacabin on the same site as Arundel Court Infant and Junior School in Portsmouth, Hampshire. It opened in 1999. The accommodation consists of two main playrooms with an entrance hall and toilets. The children have the use of the school playgrounds. There is full disabled access to the accommodation and the setting has good links with the schools the children attend during the day. The club caters for children who speak English as an additional language.

The Portacabin is open five days a week. Breakfast club sessions begin from 8.00am until 9.00am term times only. After school sessions run from 3.05pm until 5.45pm. The playscheme organised during school holidays is open from 8.15am until 5.45pm each day.

There are currently 42 children on roll from four to 12 years and, of these, four are in the Early Years Foundation Stage. The club employs three members of staff, including the manager, all of whom hold appropriate early years qualifications.

The club is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. No more than 24 children can attend the club at any one time between the ages of four and eight years but older children can attend. The club belongs to the Learning Alliance quality assurance scheme.

Members of staff take the children to the various local schools they attend in the morning and collect them at the end of day.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The needs and interests of all groups of children are taken into consideration by the manager and staff and responded to appropriately. Members of staff work well together to ensure the children are happy. The good links and exchange of information made with the schools the children attend ensure that the club is meeting the children's needs appropriately. The capacity of the club to maintain continuous improvement is satisfactory.

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

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

- ensure there is a named practitioner responsible for behaviour management issues to ensure that the older children's behaviour does not disrupt snack time
- ensure that the quiet room is reorganised to ensure a lack of clutter to create

- more room for children to play quietly
- make a start on formally evaluating the provision for the early years children.

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

The manager and members of staff work well together as a team and consider the needs of all groups of children appropriately. The systems in place, such as collecting the children from their schools, run smoothly and children are well protected while they walk to the club. Links with the host school are good.

Teachers and key workers from the club exchange information regularly about the early years children, in particular, and the welfare of older children is also discussed. The children's weekly learning goals in school are known to their key workers and this information is used to help children practise writing letters of the alphabet, for example. Staff members take children into their school to choose library books to share while in the club. The requirements of the Childcare Register are met.

Policies and procedures, including safeguarding to ensure children are safe at all times, are updated appropriately. All staff are alert to health and safety issues. Management has not made a start on the formal self-evaluation document although the recommendations from the last report have been acted upon and are in place.

Parents are happy with the organisation. They are given appropriate information and say the manager and her staff are competent at ensuring the children enjoy themselves and behave well. It is evident that parents and the children's older brothers and sisters, who sometimes collect the children, enjoy good relationships with staff members.

Resources are plentiful and easily accessible, particularly the craft area, and this is an improvement from the last inspection. They include books and toys that reflect the different backgrounds of children. Equipment and accommodation are safe and used satisfactorily to ensure all children explore freely. Children can move around the two rooms as they wish and, often, the younger children choose the quieter, smaller room to play games with their friends. However, this room is not used to full advantage as it is cluttered with administration boxes and other resources.

All staff members work hard to promote good relationships. Young children's social and emotional needs are met reasonably well. Staff members take time to talk to the older children about their behaviour but, nevertheless, some older children can be disruptive during snack time. However, at all other times, their behaviour is satisfactory or good.

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

Staff arrive early to prepare nutritious food for the children's snacks in the afternoon or for their breakfast in the mornings. Most welfare requirements are promoted appropriately although behaviour is not managed effectively at all times. Planning for the week is displayed at child height. Children are encouraged to make their own plans and suggestions as well as providing a wish list of favourite authors. They are also able to choose some equipment. In this way they make a good contribution to the club. Each child's unique needs and interests are valued and responded to by all staff.

Although the older children pour their own drinks, the younger ones do not have that opportunity to become independent. After washing their hands, healthy food is enjoyed by the children. The facilities for washing hands have improved since the last inspection. The resources available for children to play with are plentiful and safe. Following snack time and a short session of play indoors while waiting for all the children to arrive from the various schools, the doors are opened and all the children explore the very wide range of activities available in the school playground. Assistants have carefully ensured beforehand there are no risks to the children in the environment.

Older boys and a few girls play football for a prolonged time and experience healthy exercise. They also learn to cooperate with each other well and their behaviour is good. The young children enjoy quieter occupations and tend to play alone. One of the children climbed up the short slide and ran down setting himself a good challenge. He was well supervised by an assistant and gained confidence in his own ability. Other children enjoyed being in the 'dungeon' of the large castle in the playground singing spooky songs or climbing up the long wall using the footholds. The older girls occupied themselves pushing buggies along containing the dolls they have dressed. Children used the large play area well to explore, to run, to climb and to slide. When it became too dark the children came inside, the older ones reluctantly. The assistants ensure children are quite safe.

Inside the club, the young children played on the floor with a box of plastic dinosaurs organising them in a row and talking to them. Another child found scissors and paper independently and settled down at a table but decided to draw pictures. In the 'quiet' room one child played a game with an older boy who set a good example to the others. Children made satisfactory progress and this will contribute to the next phase of their education. It is difficult for staff to make purposeful interventions to move children's learning forward because older children need careful supervision.

## 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	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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