

Thomas A Becket Childcare Club

Inspection report for early years provision

Unique reference number	EY283996
Inspection date	10/12/2009
Inspector	Vicky Turner
Setting address	Thomas A Becket First School, Pelham Road, Worthing, West Sussex, BN13 1JB
Telephone number	07833 632264
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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 Childcare Club was registered in 2004. It operates from a hut with two rooms at Thomas A Becket First School in Worthing, West Sussex. The club has access to the main school hall, library, outdoor space and playing fields. The club serves the local area. The provision is registered for 45 children between the ages of three and eight years. There are currently 119 children on roll, of whom seven are of early years age range. The club opens five days a week during school term times. Sessions are before school from 7.45am to 8.45am and from 2.50pm until 4.30pm or an extended session until 6.00pm. The provision welcomes children from all cultures and supports children with special educational needs and/or disabilities. There are eight staff, plus the provider, who work with the children. The provider is working towards a Foundation Degree in playwork, six members of staff hold the Childcare and Education Level 3 qualification, three hold playwork Level 3, two hold playwork Level 2 and two members of staff are training for the Level 3 in Early Years Childcare qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting where children's needs are well met. It is inclusive with some outstanding features in its excellent partnerships with parents and external agencies. Children make good progress in their learning and development and enjoy their time at the club because 'it's fun'. The ongoing process of self-evaluation at all levels has enabled managers to confirm their strengths and implement strategies for improvement. The capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- further develop resources to support children's skills in information and communication technology
- further develop outdoor resources to support children's physical development of gross motor skills.

The effectiveness of leadership and management of the early years provision

Effective policies and procedures and thorough vetting procedures are in place to ensure that the children are kept safe. The premises are well secured and there is a designated member of staff responsible for child protection. Risk assessments and daily health and safety checks means that the children play and learn in a safe environment. Half the staff hold first aid qualifications and all accidents are

recorded in the accident book. Staff take effective measures to minimise the risk of infection. Anti-bacterial soaps have been introduced and all surfaces are wiped down with anti-bacterial cleansers.

The provider and manager have high ambitions for the setting and this is shared by all staff. They continuously evaluate their practice in order to improve the provision. Weekly team meetings offer good opportunities for staff to reflect on strengths and weaknesses of the previous week and decide on the way forward for the week ahead. Staff meet with staff from the Childcare club's other settings every six to eight weeks to reflect on their practice and discuss and review relevant issues. This ongoing self-evaluation process has enabled management to highlight their strengths and identify areas for improvement. They are in the process of setting up a separate after school club for the middle school children at their own school to allow the younger children to have more space. This will allow for more play opportunities in each session. All recommendations from the previous inspection have been fully addressed.

A range of good quality resources are accessible to all children and meet safety standards. Children are consulted each term on what resources they would like for the setting. The club has a trunk of new indoor and outdoor equipment which is rotated between the three clubs owned by the provider. There is a good ratio of adults to children which means that children are very well supervised at all times both inside and outdoors. The adults are effectively deployed according to their qualifications so that those with early years qualifications work with the younger children.

The setting promotes equality and diversity well and has established particularly good relationships with a variety of external agencies which ensures that children receive the support that they need to make progress. The Early Years Development Co-ordinator visits the setting termly to advise and guide on early years matters. The play bus provides training for the playworkers. The setting works closely with the First Team to support children with special educational needs. Staff share information with the 'feeder' school and vice versa. The club has established excellent relationships with parents. Key persons work closely with the parents and carers and share information about children's learning and development needs on a regular basis. Parents are kept well informed of the club's activities, through a parents' notice board and newsletters on the reverse of every invoice. Newsletters include 'Hot Topics' which inform parents on issues like the role of the play worker, and how they can access various services open to families. The club's diary acts as a message book allowing parents and carers to write down daily information that staff need to know about the children. Questionnaires enable parents to comment about their child's care and make suggestions about the setting. Parents say that the childcare is 'good', the children 'love it', the staff are 'very approachable, really good' and 'adhere to the children's needs'.

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

Children choose freely from a range of interesting activities, enjoying a range of Christmas art and craft activities, choosing their own resources, cutting and sticking, making paper lanterns and colouring Christmas worksheets. They enjoy relaxing and socialising with their friends as well as interacting with their adults. Key persons make sensitive observations, assess and plan suitable, interesting activities to support children's learning and development. Children's progress is recorded in their learning journals.

Children learn about stranger danger and road safety and know how to vacate the building in case of a fire. The older children learn about the green cross code which helps keep them safe on their walk to the setting. Children make healthy choices from a variety of fruit and vegetables and have a choice of water or juice. They wash their hands before eating, cooking and after visiting the toilet and after using malleable materials. Children enjoy daily physical activities during the session and have a variety of equipment to choose from. Team games provide opportunities for cooperation but there is a lack of large outdoor equipment and wheeled toys for developing children's gross motor skills.

Staff have an exceptionally good relationship with the children and act as positive role models. Children who are new to the setting are 'buddied' with someone of their age which helps them settle in quickly. Children take pride in their work which is displayed around the setting. The behaviour management policy is used consistently by all staff and good behaviour is rewarded with stickers, praise and certificates for good work. As a result, children behave well. They share, take turns and play collaboratively with one another. Children actively protect their environment by recycling their waste materials at the club. They contribute to the wider community by raising money for Children in Need.

Children make good progress particularly in their personal, social and emotional development. They are confident, happy and independent. There are plenty of opportunities for 'talk' during activities, snack time and role-play. A group of children engage in role play at the hospital where one child makes a sling for an adult's broken arm. She is quickly cautioned by another child who points out that it would 'strangle her if you tie it round her neck'. A well resourced library means that children have access to a variety of books. Children enjoy making paper lanterns for Christmas. Cooking activities, number games and number puzzles provide opportunities for developing problem-solving and numeracy skills. Children have used plasticine models to make movies. They have a playstation and a digital camera but no programmable toys for the younger children. Police and fire officers visit the setting to support children's understanding of safety. Children learn about different cultures by celebrating various festivals throughout the year. They experience foods from different cultures during cooking activities and have pitta, naan or French bread at snack time. A range of multicultural books support children's knowledge and understanding of differences. They are well prepared for their future lives in the wider world.

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	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	2
The extent to which children feel safe	1
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