

Greenway Out of School Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Greenway Out of School Club and Holiday Play Scheme is based in Unit 22 at the Greenway Centre in Southmead, Bristol. It was set up some years ago and has operated under this registration since 2006. The provision moved within the site to its current location in 2009. Unit 22 is a large room and associated facilities. Children have access to the adjoining playing field. The provision is the responsibility of Working in Southmead for Health (WISH), which has a committee made up of local residents. Children who attend live mainly within the local and surrounding communities; all are in full-time education.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The holiday play scheme operates during most school holiday periods, the exception being Christmas, and is open from 8.30am to 3.30pm each week day. The out of school club, when in operation, runs from 3.00pm to 6.00pm each day, term time only.

The setting takes up to 50 children aged from four to 14 years. Ofsted have set the condition that only 24 of these may be under eight years at any one time; of these, 12 may be within the early years age group and none may be under four years. There are a total of 63 children on roll and of these, 16 children are under eight years and one child is in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. The club is affiliated to Kids Club Network.

Currently, five staff are employed to work directly with the children. Four of these hold appropriate Level 3 qualifications in early years or an equivalent. One member of staff holds an appropriate Level 2 qualification in early years or an equivalent.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have a calm, caring and friendly approach towards the children and meet the individual needs of children in their care. The environment is bright, welcoming and safe for children to play. The staff now have an increased awareness about the Early Years Foundation Stage and have started completing observations on children. Staff have completed a basic self-evaluation and have identified areas for improvement. There is a commitment to improve and the staff have worked hard to address the previous actions from the last inspection.

What steps need to be taken to improve provision further?

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

- continue to develop the links between sensitive observational assessments and planning, to include children's interests, to inform and help meet all

- children's individual needs
- consolidate the information for children about who has legal contact with the child and parental responsibility for the child
- keep an accurate, daily record of staff and volunteer's attendance.
- make greater use of the indoor space available, with particular attention to development of a cosy book corner.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff have a strong understanding of how to protect children and keep them safe. They are clear about the procedures to follow in the event of having concerns about children in their care. Clear records are kept of children's existing injuries, any incidents or accidents that may occur and any medication administered to children. These are shared with parents and kept confidential. Regular fire evacuation procedures are practised with children and the routine is discussed with children every day at registration time. Children are very clear about this and understand the procedures well. Risk assessments are in place and carried out daily. These include all areas of the environment that children come into contact with and any outings that take place. Children are clear about the rules of the setting and understand that they do not go out of the room without a member of staff. There are suitable systems in place to ensure all staff are suitably checked and all necessary documents are now easily accessible and on the premises.

The manager and staff have started to increase their knowledge of the Early Years Foundation Stage framework. As a result, staff are now aware of the learning and development requirements for children in the early years age group. Plans for activities are in place to ensure the needs of the early years children are catered for and adequate observations are completed, which highlight children interests. However, these observations still require some development. Every week, staff discuss with children what they would like to do the following week or at the next play scheme when they attend. Clear policies and procedures are in place and this helps to meet the welfare needs of the children adequately. Individual records show that information is shared with parents and that children's health needs are identified. However, clarification on these records, about who has legal contact with the child and parental responsibility for the child, is required to ensure these details are easy to see for all staff. Parents are required to sign their children in and out of the setting as they leave and collect their child, and staff ensure parents do this. Staff attendance is recorded, but sometimes it is not easy to see when staff have been absent or left early, and although the volunteers' presence in the setting is recorded on the register, their actual hours of attendance are not recorded.

Resources are balanced, in good condition and easily accessible for all children. The room is divided into areas such as home corner, messy play area and areas for table snooker and football. Although access to books is easy, they are placed in boxes away from the settees and cushions, but near to the snooker table. As a result, children wanting to read tend to be interrupted by others needing more

space to play snooker or they have to take the books across the room to the settees. Consequently, children do not tend to look at books spontaneously; they only tend to look at them after lunch when everyone else does. The staff are very aware of how to promote equality and diversity and they are good at offering support to children that attend with special educational needs and/or disabilities. Links with other early years settings that children attend are satisfactory. Staff ensure they link closely with these settings, especially if children require extra support. There is a satisfactory partnership with parents and information is shared daily with them when they collect their children. There is a notice board at the entrance of the room with relevant information for them and all current policies and procedures are easily accessible for them. All necessary written parental permissions are in place.

There are now systems in place to evaluate and monitor the quality of the provision. The manager and staff have started to complete the self-evaluation process and have identified areas for improvement. They have successfully addressed the actions and recommendations from the last inspection. The staff are now more confident in their understanding of the Early Years Foundation Stage framework; the policies and procedures have been reviewed satisfactorily and now contain the appropriate information, including the complaints procedures. This demonstrates a clear commitment to drive improvement and strive to provide good quality childcare.

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

Staff provide a suitably balanced range of activities for the younger children and ensure that all children are included in all activities if they want to take part. Staff are now more confident in their understanding regarding the Early Years Foundation Stage and are now ensuring they meet the younger children's needs and acknowledge their interests. This helps children to make progress in all areas of learning and development. Children are encouraged to make choices and at the end of the day, staff ask them what they would like to do the following day and accommodate as appropriate.

Children are happy, confident and have settled well at the setting. They enjoy lovely interactions with the staff. Children enjoy being able to take part in craft activities and were observed making and creating their own designs and pictures. Children were observed having a lovely time in the home corner and making 'meals' for each other and then dressing up. These clothes were easily accessible and children are able to make choices of what they want to be. Children enjoy taking part in team games such as table snooker and table football. The staff interact well with children and join in their games when asked to or will supervise them if required. Children have access to books, although these are not in a comfortable area to encourage children to read them alone. Children enjoy making friends and are active learners. They were observed enjoying taking part with older children in activities, such as watching older children playing chess with the staff or learning to take turns with card games. The environment is warm, bright and there is a relaxed atmosphere where children enjoy their play. Staff are good role

models and interact with children in a positive manner at all times. They encourage volunteers to take part in activities, most of whom are young adults who have attended the holiday play scheme when they were younger. Children were observed requesting some music after lunch and staff put this on, the children and staff then enjoyed dancing and singing to the music. Children feel safe and secure at the setting and understand the rules well. They are well behaved and polite to each other and the staff. They are developing skills for the future through careful guidance from staff, who encourage sharing, taking turns and respect for others.

Children's health and welfare is promoted satisfactorily. They are encouraged to wash their hands before meals and after using the toilet. They bring their own snacks and packed lunches so their individual dietary needs are met. Fresh drinking water is easily available at all times. Children enjoy meal times; they sit well and socialise as they eat. Staff eat with children which helps encourage good manners and social interactions. Children receive good information from staff at the beginning of the session and learn about the rules of the setting, what to do in the event of a fire emergency and how to behave. Children have regular access to fresh air and exercise through easy access to the large field and nearby woods. Staff ensure children are safe and able to explore the woods as they supervise children well. Children are able to collect leaves and twigs for future activities.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of safeguarding	2
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	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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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