

Wellingtons at Portswood School

Inspection report for early years provision

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Inspector

Jacqueline Munden

Setting address

Portswood Primary School, Somerset Road, Southampton,
SO17 3AA

Telephone number

07759509352

Email

willingtonsweb@hotmail.co.uk

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Wellingtons is a privately owned Out of School Club that registered in 2009. It operates from a hall in Portswood Primary School in Southampton. Children use the school grounds for outdoor play. During the school term the club is open Monday to Friday from 7.40am to 8.40am and from 3.30pm to 6pm. It also opens during some school holidays from 8am to 5.30pm. It serves children from Portswood Primary School before and after school and those from the wider community during the holidays.

The club is registered to care for a maximum of 35 children aged from three to eight years at any one time. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 75 children on roll of whom 13 are in the Early Years age group.

There are six members of staff working with children, five of whom hold relevant qualifications and the manager has qualified teacher status. The group is a member of the Kids Club network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a warm and nurturing environment where their welfare and learning are generally promoted successfully. Strong relationships forged with parents and the school ensure children's individual needs are met effectively and they are all valued and included. All aspects of the setting are well organised and the on-going self-evaluation ensures continual improved outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop systems of observation, assessment and planning to fully support individual children's learning and development towards the early learning goals
- further develop the written safeguarding policy so it clearly shows the procedure to be followed should there be a concern about a child or if an allegation is made against a member of staff
- ensure security procedures used at all exits of the premises fully promote children's safety.

The effectiveness of leadership and management of the early years provision

The committed staff team work very well with the manager to provide a fun and safe place for children to be. Children are safeguarded as staff are trained in child

protection issues; they are informed about policies and procedures regarding all aspects of safety at the setting as part of their induction and at team meetings. However, the safeguarding procedure is not clear and easy to follow. A high staff ratio ensures children are closely supervised at all times and effective procedures are followed when escorting children to and from school. Risk assessments are generally used effectively to identify and minimise risks. For example, hinge covers have been fitted to internal doors and most exits have security measures in place. All the required records and parental consents are in place to protect and promote children's good health. Children enjoy healthy and nutritious meals which meet their individual dietary needs.

Staff are committed to providing an inclusive setting and ensure all children have equal opportunity to explore and learn in a safe and independent way. Equipment such as very low level tables and chairs allow the youngest children to be comfortable and safe whilst eating. A good range of quality resources are made available at each session which enable all children to take part at their development level. Most staff are well qualified and enthusiastic to further improve their skills through attending training; they are deployed well and work efficiently in the setting which ensures that children are supported effectively. All children are valued and their individual needs catered for well. Appropriately trained staff support children with medical needs. Children who speak English as an additional language are supported well to ensure they feel welcomed and to take part in activities. In the short time since registration, the setting has been committed to identifying ways to improve the outcomes for children. Plans to develop assessment records for those children in the Early Years Foundation Stage (EYFS) will benefit their learning and development further.

Staff recognise the importance of having strong relationships with parents to secure children's good progress. For example, a key person is implemented as children start at the club which helps with the settling in process. Parents receive information through newsletters and via the notice board about menus and activities and are invited to give their views through questionnaires. Parents report they are very happy with the care their children receive. The setting liaises with the school for children within the EYFS to further complement their care and learning.

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

Children are very happy and actively involved in their play due to the wide range of interesting activities and resources provided. Staff prepare the hall well with separate areas of resources and equipment that meets the broad age range of children being cared for. For example, a quiet, comfortable book area, role play, and low level tables for creative activities and construction toys. Children benefit from the opportunity to let off steam and develop physical skills in the various outdoor play areas available in the school grounds. These include space to play ball games, robust climbing equipment and a natural garden area with an amphitheatre used by children attending the holiday club to perform a play.

Staff are mindful about the needs of the children within the EYFS attending and ensure they have equal opportunity to take part in the activities provided; they sometimes partner older and younger children for activities. For example when cooking, the older children read the recipe for the younger ones. Staff generally challenge young children and encourage their learning. For example, having completed a paint and rice collage of a penguin, a book is viewed to examine what real penguins look like. This leads to children returning to their art work to make changes to make it look more authentic. However, when baking cakes, staff miss some opportunities for children to learn about weight as they do not weigh ingredients themselves. Children learn to keep themselves safe as they follow procedures when going to and from school and to put their bags and coats away using the hooks and storage provided to prevent anyone tripping. They learn to keep healthy by following effective daily hygiene routines; they know to wash their hands before eating and cooking.

Children are confident and chat freely with staff and others as they sit and build vehicles with Lego. They report they enjoy being at the club and with friends. Children understand boundaries and expectations and cooperate and play together well. For example, they use a rota to take turns when playing computer games. Children are very polite, encouraged by staff who act as good role models. Although children have only been attending a short time, staff get to know them quickly and build strong bonds. Staff plan a wide range of activities that help them progress although these are not yet linked to the early learning goals to fully promote their learning and development.

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

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	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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