

F.I.S.H Ladysmith Infant School

Inspection report for early years provision

Unique reference number EY397990
Inspection date 16/03/2010
Inspector Jacqueline Allen

Setting address Ladysmith First School, Ladysmith Road, EXETER, EX1 2PS

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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

FISH registered to commence out-of-school care in September 2009. It is one of four facilities operating in Devon by the same private owners. It operates from a large building (early years room) to the rear of Ladysmith Infant School, Exeter in Devon. The building includes toilet facilities and a kitchen which is used to prepare snacks for the children. Children have access to a fully enclosed area for outdoor play and the environmental area. They also have access to the Junior School playing fields and sports hall.

The group is registered on the Early Years Register and both parts of the Childcare Register for a maximum of 24 children under eight years old. The breakfast club accommodates children from the Infant and Junior Schools, whereas the after-school club is for Infant School children only. The group operates from 7:30am to 8:50am and from 3:30pm to 6:00pm term time only. They currently have 80 children on roll of whom 20 are in the early years age range.

The two owners have nearly completed their level 3 training in playwork. They employ three staff, who all hold level 3 qualifications or above in playwork or early years. They receive support from the local authority and the Infant and Junior Schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All aspects of the Early Years Foundation Stage have been very well implemented by the owners and staff team, who constantly evaluate the provision and seek parents' and children's views to ensure they make continuous improvement. Children's care and development is given the utmost priority by the enthusiastic, dedicated staff team, who know children very well and ensure that their individual needs are met. Staff value working in partnership with the school, parents and other professionals to improve the outcomes for children. This ensures that children are confident, happy, safe and have lots of fun in a caring, well resourced, inclusive learning environment where they enthusiastically participate in a wide variety of purposeful play activities.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review further the recording of fire drills to show that children attending the breakfast club and after school facility have regular opportunities to practise the emergency evacuation procedure and therefore, know how to keep themselves safe.

The effectiveness of leadership and management of the early years provision

All staff attend safeguarding training which the owners have made compulsory. One of the owners is the designated person for safeguarding children and actively seeks ongoing training to ensure his knowledge and links with outside agencies is current. Comprehensive written policies support staff to ensure they know what to do if they have concerns about a child or if allegations are made against them. Staff's suitability is rigorously checked and security of the premises well considered to ensure children are protected from unannounced visitors. Children are effectively supervised at all times, both inside and outdoors, by vigilant staff who deploy themselves as required. They have a good understanding of potential risks and take the necessary action to minimise these, as appropriate. Robust risk assessments are regularly updated and include how to keep children safe on outings, however, the recording of fire drills doesn't always clarify whether it was the breakfast or after school club, to ensure these are regularly rotated. All staff are first aid trained to ensure children are appropriately supported and treated when they have an accident. Systems to record accidents and medication are clear and supported by parents.

Staff morale is very high as they are valued and supported by the owners to complete their own self-evaluation of the provision to ensure standards are high and improvement is continuous. This ensures that space is used very creatively and resources are plentiful so that children make choices and access toys and equipment independently. Staff are committed to ongoing training which ensures they are confident in promoting positive behaviour and respect and value each child's uniqueness. Children have access to resources and planned activities, such as food tasting which reflects other cultures and increases their understanding and awareness of differences in society. The owners use their knowledge and expertise of their other settings to evaluate their practice and make improvements personal to each setting. Good communication with the Infant School has resulted in them being allowed to use the natural environment, which has resulted in lots of ideas to extend children's learning and experiences. They value children's ideas and input about activities, resources and staff to ensure they are happy and their needs are met.

Partnerships with parents, the school, children and other professionals are highly valued. They actively seek information from them and adapt what they do continually, as a result of this feedback. Handover sheets from the breakfast club to school and school to the after school club ensure vital information is shared to ensure consistency of care which supplements ongoing verbal communication and ensures that children's additional needs are met. Parents are very happy with the provision and often have to wait for their children to finish their play, as they are in no rush to leave. Parents and children's comments are welcomed via a wish box, as well as through regular questionnaires, and responded to in newsletters. Ofsted's details are displayed on the parents' poster and those parents spoken to were aware of the complaints policy. The owners invite parents and children to regular parties at the end of term to further foster positive relationships, which are exceptionally well attended.

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

Children arrive at the after school club and confidently greet the inspector politely. They show familiarity with daily routines, as they write their name under their choice of snack and then hang up their coats and bags. Within a very short space of time, all of the children are settled in an activity of their choosing and the atmosphere is buzzing as they confidently make choices and access resources. Some children choose to participate in the planned activity and enjoy using finger paints to explore colour and texture as they create pictures. Staff encourage them to talk about what they are doing and the colours that are forming. Others enjoy the role play area, where they dress up and use resources imaginatively to create their own shared story with their friends, using musical instruments creatively for effect. Children relish the opportunity to build their own den indoors and delight in using chairs, cardboard and material to create their own space. Children move freely between the inside and the enclosed outdoor area, where they are safe to run around and practise their ball skills. Staff are very skilled in supporting children's play and deploying themselves as required to supervise and extend through sharing ideas and encouraging problem solving through effective interaction. This results in motivated, enthusiastic children who are very keen to get involved and display high levels of concentration, which ensures they are developing essential skills for the future. Staff actively encourage their independence and involvement as children help to put out plates, organise the tables and help prepare the snack, with younger children supported to cut up the fruit, as required. Staff encourage children to check that there are enough plates and chairs for children to sit on, ask how many pieces they are going to have and instruct them to cut fruit in half first, which helps children develop their mathematical skills. Children enjoy cuddling up for a story and giggle enthusiastically when making slugs from play dough and practising their dance moves on the Wii with the staff. Staff bring fun and laughter into planned and free play activities and obviously enjoy spending time with children. They listen attentively to them and praise them copiously which makes children feel valued and raises their self-esteem.

Good relationships with parents and the school, as well as their own observations, ensure staff know children well and plan a range of interesting activities to support their development, which is comprehensively recorded to show their achievements. Staff are thrilled to have use of the nature area, where children can go pond dipping, make dens and get involved with using a fire pit to extend their physical skills and provide additional challenge. Staff ensure risk assessments are thorough for this area and talk to children about safe use, which increases their knowledge and awareness. When they make dens indoors, staff again support their play and make children aware of potential risks, such as climbing on the chairs to access the den, which prompts them to gather some soft cushions for their landing. Children are provided with a range of healthy foods, such as cereal, toast, fruit and yoghurts, and are very aware of the need to wash their hands thoroughly before eating and after toileting. Their behaviour is exemplary as staff encourage them to be considerate of others' feelings and to listen when someone is talking. Staff raise

their hands, call out and count down from five to get children's attention before they speak, which is very effective. They enjoy having special jobs, such as passing round the fruit bowls, which aids their feelings of belonging, confidence and value. Staff encourage them to make a video diary to further share their ideas on the provision, which again ensures they are fully included in all decision making.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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