

Haydn Road After School Club (HOSCA)

Inspection report for early years provision

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Inspector

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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

Haydn After School Club (known as HOSCA) has been open since 1994. It operates from a porta-cabin within the grounds of Haydn Primary School, in the Sherwood area of Nottingham. The group is managed by a management committee mainly made up of parents of the children attending. The porta-cabin comprises of a main play room, toilet facilities and a small kitchen. Children have access to an outdoor play area.

A maximum of 32 children aged three to eight years may attend the setting at any one time. There are currently four children attending who are within the Early Years Foundation Stage (EYFS). The provision also offers care to children up to 11 years. This provision is registered by Ofsted on the compulsory and voluntary childcare register. Children come from local community. The club is open each weekday from 7:30am to 9.00am and 3:30pm to 6.00pm during school term times and during the holidays they are open from 8.00am to 6.00pm.

The club employs two regular members of staff. Of these, one hold an appropriate early years qualification and one is working towards a qualification. They have a number of regular relief and volunteer staff who work with the children. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well in the club and receive a suitable level of care because the qualified staff work closely with individual children and their families. The staff team have embraced the Early Years Foundation Stage (EYFS) and are starting to ensure that children's early years experiences at the club enhance those that they have at school. Outcomes for children are satisfactory and children's safety and well-being are given priority. Good effective partnerships with parents/carers are in place and the staff are starting to build relationships with the schools that the children attend to ensure individual children's needs are fully met. Staff are enthusiastic in their roles and are starting to work successfully together to reflect upon their practice and to identify aspects for improvement.

What steps need to be taken to improve provision further?

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

- ensure the record of accidents and first aid treatment fully protects children, with reference to recording sufficient information
- extend partnerships with other providers delivering the Early Years Foundation Stage (EYFS) for minded children so that relevant information is shared to ensure progression and continuity in learning and development across different settings.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a suitable understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the staff team keep the premises secure and supervise the children at all times. The club has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment, both inside and when on any outing. The maintenance of most records to ensure children are safeguarded are mainly effective. However, the recording of accidents does not always contain sufficient information to fully protect children. The club has plenty of policies and procedures in place to ensure the smooth running of the setting and the protection of the children.

The club have addressed the recommendations raised at the last inspection. They value the support they receive from the local authority. The staff have started the self-evaluation process, but at this stage the new management committee have not been involved. They have set up their own action plan from the identified weaknesses and the staff are slowly working through these. Good information is provided to parents in different ways. For example, they are provided with a detailed welcome leaflet, documents are readily available and very informative notice boards are within the play environment. The club helps parents and carers to support their children's learning in different ways. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete detailed forms about what their child can do and their individual likes and dislikes. This information helps staff to have a knowledge of each child's background and needs. The current parents speak highly of the club and its provision for their children. Systems are in place for the seeking of parents views. For example, through detailed parent questionnaires.

Staff are focused on helping all children to make progress in their learning and development, and in promoting their welfare. They make the most of diversity to help children understand the society they live in. The resources are suitable, fit for purpose and support children in their development. The setting is starting to develop links with other early years providers as they recognise the importance of this in helping children with transitions. Staff are aware of how to support children with special educational needs and have appropriate systems in place in order to fully support a child.

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

Children enjoy their time at the club. They are enthusiastic to see staff when they enter the club and soon settle. The children wash their hands, have a healthy snack and then set about their play. The children are encouraged to make choices in their play and the staff are sensitive to their needs and allow children to lead

their play. Children have warm relationships with the friendly supportive staff and other children attending. The older children present have a positive impact upon the care of the younger children. They are sensitive to the needs of the young children and happily include them in their play and conversation. The children are all very sociable and help one another.

Children are offered activities that are interesting and provide opportunities to extend their experience and understanding of the wider world. The children value diversity and acknowledge that they are all different. The staff actively support this aspect of children's learning, helping them to gain valuable skills for the future. Children understand the behavioural expectations within the club and take pride in their achievements. The club has a happy atmosphere and is a place where children have fun. Staff involve the children in the planning of the activities.

Children attending are proficient with the use of information, communication and technology. They use acquired skills of problem solving, reasoning and numeracy in their design ideas, construction activities and games. For example, they count and recognise numbers as they play a game of snakes and ladders with their peers. Children use the school playground where they practise different skills and use items from the club's range of outdoor physical play resources. They also have opportunities to develop their physical skills inside as they dance and follow instructions on the interactive dance mat.

Children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices. Children help themselves to drinks as they become thirsty, which also promotes their independence. Meals and snacks given suggest a balanced, healthy diet is provided. Staff members are suitable role models for the children and follow and promote appropriate practice. They gently remind children of the rules of the club. For example, they always walk when inside.

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	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	3
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	3
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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	3
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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