

# Hately Heath Out of School Club

Inspection report for early years provision

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| <b>Unique reference number</b> | 255163   |
| <b>Inspection date</b>         | 26/01/2010   |
| <b>Inspector</b>               | Jasvinder Kaur   |
| <b>Setting address</b>         | Wiltshire Way, Hately Heath, West Bromwich, West Midlands, B71 1JN |
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| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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

Hatley Heath Out of School Club opened in 1993. It operates from a purpose built community centre in the Hatley Heath area of West Bromwich. The club serves children and their families within the community. Children have full use of an enclosed outdoor play area.

The club is open each weekday from 3.15pm to 6.00pm during school term time and from 8.00am until 6.00pm during school holidays. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 32 children under eight at any one time. There are currently 32 children from four to 14 years on roll. Of these four children are within the Early Years Foundation Stage. Children attend for a variety of sessions. The club supports children with learning difficulties and/or disabilities, and who speak English as an additional language.

Three part-time and four full-time members of staff work with the children. Six of whom hold appropriate Early Years qualifications to Level 2 or 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the setting, and learning opportunities help meet children's needs and keep them actively engaged. The setting's policies and procedures are effective and inclusive for those children who attend, taking account of their ability, culture and background. Staff develop positive relationships with parents, the school and other agencies to promote the children's care and education. The evolving self-evaluation process generally supports the staff in identifying both strengths and areas to improve outcomes for children.

## What steps need to be taken to improve provision further?

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

- develop observation and assessment records to ascertain children's learning and achievements and to plan next steps in learning towards the six areas of EYFS
- develop further staff's knowledge and understanding to advance effectively children's learning and development in line with the Early Years Foundation Stage (EYFS) requirements
- enhance the welfare of children by providing healthy options at snack times
- ensure children's accident records are sufficiently maintained to promote their welfare effectively.

## **The effectiveness of leadership and management of the early years provision**

Staff have a sound understanding of safeguarding children, so that the children are protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with procedures should an allegation be made against a member of staff and the implications this may have for their practice. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. Risk assessments are undertaken both inside and outside the provision to minimise hazards. Staff carry out daily safety checks to ensure that the furniture, equipment and toys are suitable and safe.

The setting has commenced a process of self-evaluation through collating the views of staff, children and parents in order to identify areas for improvement. Since the last inspection, the staff have made some improvements, including updating the policies and procedures in line with the Early Years Foundation Stage (EYFS). However, children's accident records are not sufficiently maintained to promote their welfare effectively. The staff are suitably qualified and update most of their professional skills by attending relevant courses. However, some staff have an insecure knowledge of the Early Years Foundation Stage (EYFS). Staff establish positive and professional relationships with parents and carers and recognise their contribution as partners in their children's care and well-being. A suggestions box is provided for parents to convey their views and preferences. The partnership with other providers delivering the EYFS is developing adequately in respect of promoting continuity of children's learning and well-being.

Staff create a safe and secure environment where children show a sense of trust and develop positive relationships with adults and peers. A wealth of displays of children's own art work and colourful posters support their learning and self-esteem. Resources are deployed effectively to promote inclusion for all children and enable them to use the resources imaginatively. Celebrating festivals all through the year and learning about different countries, religions and cultures and a selection of resources depicting positive images of diversity help children to understand and respect the values of others. The staff are experienced and trained in respect of working with children who have learning difficulties and/or disabilities.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the six areas of learning and development. They are happy and eager to play with the provided resources in a secure and welcoming environment. An appropriate key person system ensures that children become familiar with the provision and feel confident and safe. Staff plan a varied range of experiences for children. However, the observation and assessment records do not sufficiently ascertain children's learning achievements or their next steps towards the early learning goals. This means children are not always challenged to make optimum

progress across the six areas of learning and development.

Children are eager to express their skills in group activities such as computer games using control pads. They show themselves to be confident speakers while sharing their thoughts and asking and answering questions of staff and peers. A variety of books is available, and children use paper, pencils and crayons in the writing area to make marks and write for a variety of purposes. To help children to develop their numeracy skills, staff challenge them to calculate and solve simple number problems. Sufficient opportunities are provided to learn about shape, colour and size during planned and unplanned activities.

Children develop their creative talents, as they use a suitable range of techniques and art and craft materials to create their own work alongside more structured art activities for the purposes of themed pieces or a wall display. They use beads to make a selection of patterns and shapes following instruction and design sheets. A variety of musical instruments and sensory experiences are offered through role play and themed activities such as cooking and making jewellery with homemade play dough. Children learn about their environment, as they visit their local parks, zoo and other such amenities. They gain knowledge about different countries through suitable resources and themed projects. A suitable range of programmable toys gives them opportunities to begin to develop their understanding of how technology can help them in their everyday lives.

Suitable opportunities are provided for children to develop physical skills. Access to the outdoor play area and the use of physical play equipment promote children's talents. They show increasing control in holding and using scissors, mark-making and manipulating tools. They understand the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. Drinks are readily available throughout the session, although healthy options such as fresh fruits and vegetables are rather limited at snack times.

Children show that they feel safe and confident, as they enthusiastically help staff to tidy up. They are all well behaved and well mannered, and have a good awareness of right and wrong, responding positively to directions from staff. They learn how to keep themselves safe through staff guidance, daily routines and simple rules of which they are reminded during play.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 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                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met