

Craneswater Out Of School Scheme

Inspection report for early years provision

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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

Craneswater Out of School Club operates from Craneswater Junior School and was registered in 2006. It is part of the management structure of Binstead Childcare Services Ltd. They have the use of one classroom, the information and communication technology (ICT) suite, library and the outside facilities of the school. Children come from a wide catchment area. A maximum of 24 children may attend the club at any one time. The group is open each weekday during the school term from 7.30am to 8.45am and 3.00pm to 5.45pm. All children share access to an outdoor play area. There are currently 45 children on roll aged from eight to under 11 years. None of these children are part of the early years age range. The after school club currently supports a number of children who have special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Four staff currently work with the children, of whom three have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of provision is good, because all children are well cared for in a safe and inclusive environment. They are involved in a wide range of activities and experiences and achieve well. Partnerships with parents and the host school are good and information is shared effectively. The manager and staff have a clear idea of the setting's strengths and areas for improvement and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- explore ways of recording children's achievement using the digital camera and computer
- develop the key person system in the setting.

The effectiveness of leadership and management of the early years provision

Children's safety is protected well, because staff have a good understanding of safeguarding issues, including any child protection issues. Children are supervised well indoors and outdoors and there are robust collection procedures in place. Risk assessments are carried out daily and are well documented. Children are safeguarded through the implementation of comprehensive policies and procedures and rigorous recruitment and employment procedures. Security within the setting is good. Children use a wide range of equipment that is safe and appropriate for their age.

Partnerships with parents are good. Information is shared through informal discussions, newsletters and the notice board. Parents say they are pleased with the range of experiences provided and find the staff welcoming and caring. Their views are listened to and acted upon. The manager and staff share information effectively with parents, the host school and external agencies. Partnerships with the host school are good and the club benefits from the use of the ICT suite, library and the outdoor environment.

Leadership and management are good. Staff have high expectations and meet regularly as a team to discuss their planning and areas for development. Good progress has been made in addressing the recommendations of the previous inspection. In particular, all policies are in place and regularly reviewed and children are encouraged to make healthy choices at snack time. Good self-evaluation systems ensure that improvements have a real impact on the experiences of children who attend the before and after school club. Staff have rightly identified the need to develop ways of recording children's achievement and are involved in developing the key person system in the setting. Information concerning children with special educational needs and/or disabilities is shared effectively with parents and the host school. Staff demonstrate a good commitment to the development of good quality practice. They regularly access training opportunities to build on their experience. Resources are neatly stored and effective use is made of them to meet the needs of the children. Staff actively promote equality and diversity and ensure children are included in a wide range of activities.

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

There is well-planned play in the before and after school club. Staff have a good understanding of the children's ideas and interests and build these into topics and activities. The environment is bright and stimulating and children enjoy their time at the club. Staff evaluate their planning carefully and plan activities to help children build on the skills they already have. They are currently exploring ways of involving children in the recording of their achievements, through the use of the digital camera and computer.

Children are well behaved. They are valued and respected as individuals. Staff appreciate what the children enjoy doing and involve them in decision making through the Children's Council. The children take a pride in what they are doing and enjoy being rewarded for taking responsibility, helping, and behaving well. They helped to draw up the rules for the club. Staff have high expectations of behaviour and are very good role models. They encourage children to be independent and thoughtful to others and to consider one another's feelings.

Children attending the club have access to the school's ICT suite and are skilled at using computers. Each child is able to access the computer. They enjoy choosing games and investigating topics such as 'People of the World' and 'Hot and Cold Climates'. They develop their creative skills well and enjoy painting and creating

glittering snowy scenes for their art gallery. Personal development and language skills are promoted well. Staff encourage the children to dress up and take part in role play. They also enjoy playing tabletop games and making models. Children cooperate well when playing parachute games. They enjoy building dens and reading quietly in the library. They are keen to learn about festivals such as Diwali, Christmas and Eid. They enjoy making a Chinese dragon head and dancing to celebrate the Chinese New Year.

Children have a good understanding of healthy eating and realise the importance of taking exercise. They like to play football and dodge ball, and travel safely around the playground on their go karts. Children have healthy snacks and sociable mealtimes in their café. They develop a good understanding of keeping safe. They learn to use equipment safely as they prepare salad fillings for their pitta bread, smoothies and fruit salads. They benefit from talks on safety. Overall, children are well-prepared for life outside the school day and future learning experiences.

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

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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

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