

Extratime @ Hillside

Inspection report for early years provision

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Inspector Fiona Robinson

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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

Extratime @ Hillside is run by Extratime, a registered charity. The provision was re-registered in 2007 and operates from one main play room within Hillside School in Brighton, East Sussex. There is ramped disability access to the setting. Children attend from the local primary and special needs schools which the setting works in close partnership with. The setting provides out of school care and holiday play schemes at Easter and during the summer break. A maximum of 24 children may attend the out of school and holiday play scheme at any one time. It is open from 3.15pm to 5.30pm, Monday to Friday, term time only and 8.45am to 5.30pm in school holidays. All children share access to a secure enclosed outdoor play area. There are currently 12 children aged from four to under eight years on roll, of whom three are under five years of age. Children over eight years of age also attend the club. The majority of the group have identified special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club and holiday play scheme employ 13 staff. Nine of the staff hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good, because children are very well cared for in a bright and stimulating environment. Staff treat children with warmth and respect and ensure they are fully integrated in activities. Excellent partnerships with parents and the host school ensure that staff have the necessary information to support children's individual needs. The club is very well led and managed. Staff demonstrate a strong capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- develop the use of technology in activities.

The effectiveness of leadership and management of the early years provision

Children's safety is protected very well, because staff have an excellent knowledge of safeguarding procedures, including child protection issues. Comprehensive policies and procedures are fully implemented to ensure children are kept safe whilst in their care. There are rigorous systems in place for staff recruitment and the safe collection of children. Risk assessments are completed and reviewed regularly. Daily safety checks are carried out by staff and recorded carefully. The setting is kept very secure and children are supervised at all times to ensure their safety. Regular safety checks of equipment and environments are carried out.

Partnerships with parents and carers are outstanding. They are kept very well informed about their children's achievement and progress. They say that staff are very caring and always want children to achieve well. Comprehensive information is shared with them about the club's policies, procedures and activities. Regular newsletters, information on the parent's board and discussions ensures that parents and carers are kept fully informed of special activities. There are excellent partnerships with the local primary and special needs schools, and the setting benefits from the use of the hall and the outdoor area.

The club is very well led and managed. Good progress has been made in addressing the recommendations of the previous inspection. In particular, there are improved systems for recording information and resources are stored tidily. The manager and staff meet together regularly to discuss children's progression. They value the views of parents and children and take these into account when considering strengths and areas for improvement. Good self-evaluation systems are in place and staff regularly monitor activities and set challenging targets for themselves to help drive improvement. The use of technology in activities and keeping photographic records of the club's special events and activities for parents and visitors is underdeveloped. Staff actively promote equality and diversity and there is excellent inclusion of children in indoor and outdoor activities. Resources are used effectively to meet children's needs and professional appraisal of staff is carried out annually. They regularly access training to build on their existing qualifications and experience.

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

Children are fully included in well-planned activities. The staff team work well together in order to best plan for children's needs. They are enthusiastic and keen for the children to meet their individual learning goals and always want them to achieve well. Staff confront any barriers to learning for individuals confidently and positively. For example, if a child is in a wheelchair, physical adjustments can be made to ensure they can fully access activities. The children's 'learning journeys' are carefully recorded in their learning development files. Weekly sheets detail achievements and activities completed during a week and issued to parents and carers.

Children gain a good understanding of keeping healthy and safe. Staff help children to be active and understand the benefits of physical activity. Children take part in ball games and regularly go on environmental walks. They enjoy preparing their own sandwiches with healthy fillings and going on picnics in the local park. Children are helped to make healthy choices about what they eat and drink. Their independent skills are actively promoted because photographs and symbols are displayed in the setting to show the steps needed to wash their hands. Children are encouraged to be safe within their physical environments. They use tools safely to create wonderful model butterflies for display.

Children enjoy activities which are stimulating and fun. They openly ask questions

and staff respond with interest. They like to dress up and play board games. They are keen to construct models and creative skills are developed well as they make animals and insects for their frieze of a tropical rainforest and make artistic papier-mâché masks. They actively join in discussions about saving endangered species. They experience 'safe' sledging in the snow and enjoy dancing and playing percussion instruments. They cooperate well as they build camps and dens in the outdoor environment. During the holiday play scheme children benefit from trips to the beach and animal rescue parks.

Children are valued and respected as individuals and as a result they behave well. Positive strategies are used to lower children's anxiety levels and prevent challenging behaviour. Staff work hard to raise levels of enhance self-esteem and develop a positive self image. Good use is made of the sensory room to interest and calm children. There is more limited use of technology in their activities and this has been identified as an area for development. Knowledge and creative skills are developed well through topics such as 'Myself' and festivals such as Diwali, Christmas and the Chinese New Year broaden their experiences. Children enjoy and participate sensibly in fundraising activities. Overall, children are prepared well for life outside the school day and future learning experiences in this very caring, inclusive setting.

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?	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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

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