

Strathmore Fun Club

Inspection report for early years provision

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Inspector Gill Bosschaert

Setting address Strathmore Infant School, Old Hale Way, Hitchin,
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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

Strathmore Fun Club opened in 1998. It operates from the dining room, hall and reception area in Strathmore School. The club has an office on the site and has use of the school kitchen. There is a large enclosed playground for outside play. Currently there are 40 children aged five to 12 years on roll. Children attend for a variety of sessions after school. They provide after school care for other schools in the local area as well as Strathmore School. The group opens five days each week from 3.00pm until 6.00pm during school terms. Seven members of staff work with the children each day plus one voluntary helper. Four members of staff have early years qualifications to NVQ Level 2 and one has NVQ Level 3. The club has access for and is able to support children with special educational needs and and/or disabilities and children who speak English as an additional language. A local organisation called 'Young in Herts' supports the club.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Strathmore Fun Club meets the needs of the early years children well as there is good support for their learning and development, and their welfare is promoted. This is an inclusive setting where the needs of each individual child are met well, and there is good support for children with special educational needs and/or disabilities and those for whom English is an additional language. Partnerships with parents are good and the setting works effectively with schools and other agencies to ensure all children receive the necessary support and guidance. Improvements have been made since the last inspection and leaders have shown they have a good capacity to maintain continuous improvement

What steps need to be taken to improve provision further?

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

- ensure a single central record is kept of staff suitability
- ensure children have more opportunity to grow in independence and self-help skills.

The effectiveness of leadership and management of the early years provision

Leadership and management are good. Safeguarding arrangements are satisfactory and the necessary requirements are met. Staff are suitably qualified and appropriately vetted, although at present the documentation to prove this is not held on a single central record. Annual appraisals take place and these ensure staff are suitably trained for both the needs of the children in the club and for their own personal needs and requirements. All staff have been trained in the Early Years Foundation Stage framework. Certificates are displayed in the club's office

for parents to see. All staff are first aid trained and have undertaken safeguarding training. Risk assessments take place daily to ensure the environment is safe for the children. Fire drills take place regularly. A good range of policies and procedures are readily available for parents to see and these are updated regularly. The recommendations from the last report have been implemented.

Partnerships with parents are good and the manager, who is the key worker for the Early Years Foundation Stage pupils, takes time to meet and talk with parents when they arrive to collect their child from the club. Newsletters, together with a notice board, keep parents informed and up-to-date with the activities of the club and future events, for example, an upcoming Easter bonnet competition and Easter party.

Planning is displayed for all to see. This shows that the club is working with the Early Years Foundation stage framework; the six areas of learning are covered daily. Observations take place, which inform the planning on a regular basis. A good attempt has been made at writing a self-evaluation form, which has now been completed by hand but is not yet available to view online. This still needs further work but has a clear view of the club's strengths and areas to be developed.

There are good links with the school and the other clubs in the area. The school Special Needs Co-ordinator works with the club offering advice when needed. The notice board shows clubs nearby which are open during the holidays should parents require this care. The manager is reflective and motivated to ensure the club maintains a high standard; the staff work happily as a team ensuring continuous capacity to improve.

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

Provision at Strathmore Fun Club is good. The club uses the school dining hall, reception area and the school playground very effectively. Staff are well deployed both inside and outside. This ensures free-flow between these areas at all times. The club makes use of the school's playground equipment; for example, climbing apparatus and frames as well as balls, scooters and other outdoor equipment.

The younger children confidently incorporate staff and the older children in their play. Older children read to the younger ones and on occasion the younger ones read to the older children. There is a comfortable cushioned book area, which displays an attractive and good range of suitable books that show different faiths and cultures, as well as more traditional children's stories and rhymes. There are opportunities to mark-make using crayons, pencils and chalk. Magnetic letters help children make words and the display boards show creative skills.

Strathmore Fun Club is a setting that promotes equality and diversity, as staff members and children represent a range of cultures and ethnicities. The large number of staff ensures children get frequent one-to-one conversations that help to develop both language skills and logical thinking. Staff display good questioning

skills and rapport with the children and their parents is excellent. Children display a good knowledge of being healthy as demonstrated in their 'free-play' shopping area where staff and children are invited to buy fresh fruit and vegetables as well as brown bread sandwiches.

The school kitchen is used to prepare snacks and sandwiches. Children are offered snacks of fresh fruit and fresh vegetables throughout the session and at set times food provided by parents is also offered. Water is freely available throughout the session. A member of staff keeps a written record of what each child has eaten and children are asked to remind their parents if supplies are running low. Although children wash their hands on arrival at the club, they are not reminded to do so before eating. They do not set the table or clear away utensils they have used. This is a missed opportunity to further develop independence amongst the children, improve self-help skills and promote good health.

Children who attend the club come from a variety of other surrounding primary schools as well as the school in which it is housed. Were it not for the different uniforms one would be unaware of this as they value and respect each other and play well together. Strathmore Fun Club is a very happy, harmonious group with a good range of activities for all the children who feel secure and confident. Behaviour is excellent. Children are kept safe and know not to open the door when the bell rings and leave this to a member of staff. All children make good progress in developing skills and personal qualities, which will equip them well for adult life.

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	3
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	3
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