

SCL Hook Infant School

Inspection report for early years provision

Unique reference number EY404352
Inspection date 03/06/2010
Inspector Amanda Shedden

Setting address Hook Infant School, Church View, HOOK, Hampshire, RG27 9NR
Telephone number 01256764487
Email jayne.purdue@hook-inf.hants.sch.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

SCL Club Energy opened in 2010 and is one of 11 registered clubs owned by Soccer Coaching Limited. The play scheme operates from Hook Infant School in Hook, Hampshire. Accommodation includes two sports halls, two classrooms, outdoor playing fields, hard courts and playgrounds.

The scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The scheme is registered to care for a maximum of 50 children under eight years. Of these, 30 children may be in the early years age group. There are currently 33 children on roll; at present there are 12 children in the early years age group attending. Children can attend up to the age of 12 years.

The play scheme runs during school holidays from Monday to Friday. Sessions are from 8.30am until 5.30pm, with wrap-around provision from 8.30am until 5.30pm. Children attend from the school and a wide catchment area. The play scheme supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The play scheme employs four members of staff. Most hold appropriate qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a fun time at the holiday club. They participate in a wide range of activities that interest and stimulate them which supports their all round development. The staff get to know the children well through effective communication and their understanding of the Early Years Foundation Stage enables the children's needs to be met. This is a fully inclusive setting where all children are valued, treated as individuals and are supported to join in all of the activities. All staff contribute to the monitoring systems and are supported by senior staff who plan to continually improve the provision.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- develop and implement an action plan that sets out how supervisors will achieve a level 3 Childcare and Education qualification (Qualifications, training, knowledge and skills). 30/06/2010

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

- ensure that the written fire procedure reflects the venue.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded; all staff undertake training in child protection and first aid enabling them to make the appropriate responses if there were any concerns or if a child had an accident. The risk assessments for inside and outside are effective in identifying any hazards and staff use them to minimise any risks to the children. Good systems are in place for the arrival and departure of children to ensure that children only go home with an appropriate adult. There are extensive policies and procedures in place that all staff have regard to which support the running of the group, however, the written fire evacuation procedure is not fully effective. Robust recruitment procedures are in place to ensure that only suitable persons are appointed. All staff undertake training days and inductions making them fully aware of the regulations of the Early Years Foundation Stage and ensuring that children's welfare, learning and safety are promoted.

Children enjoy playing with the good range of quality resources that are suitable for their stage of development. During the free choice times, the main room is divided into five different activity areas that the children freely access. At other times, they play team and group games. The supervision and interaction of the staff ensure that all children are happy and able to participate in all of the activities. Each day the children spend time outside in the well-equipped school playground and with extra outdoor resources supplied by the group.

The aspirations of the management team and the close communication with the staff ensure that there is excellent teamwork from all the adults, ensuring that they are motivated and aspire to offer the children an environment where they feel safe, secure and have fun. All staff continually evaluate their practice and changes are made if necessary that will benefit the children. All of the staff are qualified and/or experienced in coaching sports; however, there is no person present who has an Early Years Childcare and Education qualification. This is a breach of the Early Years Foundation Stage regulations and an action has been set.

Partnership with parents and other carers is good. Parents are given information about the group before their child starts and a questionnaire at the end of the week. There is a notice board informing the parents of the daily activities and staff take time to discuss with parents the experiences their child has had each day.

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

Children enjoy their time at the group. The friendly and enthusiastic staff make the children feel welcome and build on their confidence. Staff take time to get to know the children and make observations on them linked to the areas of learning; this enables staff to offer the children a suitable range of activities that builds upon the

child's previous knowledge. The interaction from the staff is very positive and they are skilled at asking open-ended questions, getting the children to contribute their own ideas and knowledge, thus ensuring that children are learning through their play.

Children are offered a range of activities that interest them. During the free play sessions staff sit with the children extending their play, for instance while playing with the cogs, children were prompted to look at the patterns they had made and see if they could change them while the cogs continued to turn. Children undertake problem-solving activities while they make train and race tracks.

The strength of the group is, however, in offering children a challenging range of physical activities and team building games. Each day children participate in a wide range of team building games that support their listening and social skills. Children eagerly participate in getting into teams to play such games as a type of supermarket sweep using different coloured tabs, shouting and encouraging their team members on. They concentrate on the instructions given while participating in playing with the parachute; they take turns and understand each other's roles in the game, laughing and cheering each other on. While outside the children are motivated and interested to join in with a range of activities from football and cricket to plate spinning and using the ride on swing cars. The children benefit from the good rapport they have with the staff who are committed to ensuring the children enjoy themselves.

The trusting relationships that are built with the staff ensure that the children are confident, happy and feel safe within the environment. They discuss the rules each day ensuring that all of the children are fully aware of their boundaries and the rules of each game are discussed beforehand, ensuring they know how to play safely. Children practise the evacuation procedure ensuring they know what to do if an evacuation is necessary. Children are made aware of the expectations of their behaviour through daily discussions and consequently their behaviour is excellent.

Children have an extremely active and healthy lifestyle while attending the group. They are involved throughout the day in a wide range of physical activities both indoors and out. They have regular breaks to eat the food that their parents have supplied and they understand the need to drink regularly to prevent them from becoming dehydrated. The children are independent in their personal hygiene; they wash their hands throughout the day at appropriate times, for instance, after playing outside and before undertaking activities such as decorating cakes.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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