

Smartie Zone

Inspection report for early years provision

Unique reference number

EY336166

Inspection date

05/05/2010

Inspector

Sally Hall

Setting address

Riviera Christian Centre, Hodson Close, Paignton, Devon,
TQ3 3NU

Telephone number

01803 528592

Email

info@rivieracc.org.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

Smartie Zone was registered in 2006 and is an after school club and holiday play scheme run by the Riviera Christian Centre in their premises on the outskirts of Paignton. The club is registered to provide care on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 24 children aged four to eight years; children up to the age of 11 years may also attend. Care is offered from Monday to Friday from 3.30pm to 6.00pm during term times for children who are at primary school full time. There is also an associated breakfast club run by Smartie Zone staff in a nearby primary school. During the holidays they operate from 8.00am to 6.00pm. There are currently 60 children on roll of whom six are in the early years age range. Children have use of a hall and associated facilities. Two staff are employed as well as two volunteers, who have or are working towards appropriate child care qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are pleased to meet up with their peers and are happy to attend the setting. However, the organisation and staffing levels are not robustly and consistently applied to ensure that children's welfare requirements are fully met and that they are sufficiently safeguarded at all times. Information is shared with parents on an informal basis. Evaluation systems have led to improvements, but are not sufficiently robust to pick up all areas for development. They do demonstrate a satisfactory awareness of the Early Years Foundation Stage requirements and have a sound capacity to maintain improvement.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- implement staffing arrangements that are organised to ensure safety and to meet the needs of children (Suitable people) (also applies to both parts of the Childcare Register) 27/05/2010
- ensure that at least two adults are on duty at any one time when children are present and that one member of staff holds a level 3 qualification (Suitable people) (also applies to both parts of the Childcare Register) 27/05/2010

To improve the early years provision the registered person should:

- develop further systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the outcomes for children
- develop further reflective practices with parents and other provision children attend to ensure they are involved in children's continuous learning and development

The effectiveness of leadership and management of the early years provision

Children are happy and enjoy attending the setting. There are secure systems in place to ensure that all appropriate suitability checks are carried out on staff and regularly reviewed. However, sessions are not organised to meet the needs of all children on arrival. There are insufficient qualified staff available to maintain the required adult to child ratios when covering staff absence at short notice. This is a breach of the statutory requirements of the Early Years Foundation Stage, and places children's safety at risk. For example, during the inspection the manager deployed one unqualified volunteer to set out resources and supervise children at the start of the session. With nothing to engage their interest, children run around the room and into the kitchen, so compromising their safety.

The sessions are flexible with the aim to give children choice and for them to ask for more resources to put out to support their individual interests. In practice this is not happening at all times. Limited resources are set up on arrival as it is left to the first person to arrive back with a group of children. At times children are looking for something to do and their play is aimless until they settle into the session due to the lack of organisation.

Risk assessments are completed, regularly reviewed and include outings; here they have very secure systems in place and do their own research for each venue. Fire drills are conducted at various times to ensure that all children are clear of what to do in the event of an emergency. The staff have completed training including first aid and child protection training and are clear of what to do in the event of a concern or should a child have an accident. They are very aware of children who have specific allergies and take appropriate safeguarding procedures particularly at snack time to ensure no foods are offered that could be a risk. They are familiar with children's likes and dislikes and aim to offer a fully inclusive provision collecting from schools in the area and to meet children's individual needs.

Systems to evaluate the provision are not fully deployed. For example, staff appraisals identify their training needs but this good practice is not extended to the manager. The club has sought additional funding to improve the range of outdoor equipment. This has improved children's enjoyment of outdoor play and illustrates determination to improve the provision. Planning systems are evolving and do not include sharing children's development with parents. However, overall, staff show a sound understanding of implementing the learning and development requirements of the Early Years Foundation Stage. Staff engage suitably with parents, welcoming them warmly and sharing some information verbally, including messages passed on from school.

Documentation is in place to meet the required regulations including policies that are regularly reviewed and shared with parents. They ensure children's attendance and visitors are recorded and parents take responsibility to sign their child out.

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

Children are happy although due to the lack of organisation take time to settle on arrival whilst they wait for equipment to be set up. They have free play, make their own choices and at times will join in with group activities, such as playing dominoes. However, some are reluctant to participate at times and are not always sufficiently stimulated and challenged. The children overall respond to instructions and the staff reinforce the boundaries. The staff are consistent with dealing with behaviour management and the children respond appropriately. This is an area that they manage consistently well when sufficient staff are present. Children interact well with their peers and are reluctant to leave when parents arrive.

Children learn the importance of healthy eating and learn good social skills at snack time. They are familiar with the routine and all sit together at snack time sharing their school news and know to wait until everyone has finished. During the holidays they have regular outings to places of interest and the staff ensure that they risk assess for each one. This demonstrates that they have the capacity to ensure children are not put at risk on outings.

Children when they settle concentrate at their chosen task such as playing with construction toys, drawing and play games together. They are confident to introduce themselves to visitors and enjoy showing what they have made. They have opportunities to help with the garden planting seeds and growing organic vegetables. They learn about recycling and composting. They learn about the wider world and their local community through celebrating festivals through out the year and visiting places of interest.

Children sit quietly at the end of the school day sitting looking at books or drawing. Children respect each other's space and the room gives them the opportunity to sit quietly doing their chosen task or to watch their peers playing. Children have regular opportunities to benefit from fresh air playing outside with a wide range of toys and games.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
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

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- the registered person must ensure that children receiving childcare are safe from harm (Welfare of children being cared for) (also applies to the Voluntary Childcare Register) 22/05/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- the registered person must ensure that at least two suitable persons who have obtained the age of 18 are present on the premises at all times (Welfare of children being cared for) (also applies to the Childcare Register) 22/05/2010