

Early Birds & Night Owls Out of School Care

Inspection report for early years provision

Unique reference number	EY402861
Inspection date	25/05/2010
Inspector	Lynn Clements
Setting address	Northgate Primary School, Cricketfield Lane, BISHOP'S STORTFORD, Hertfordshire, CM23 2RL
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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

Early Birds and Night Owls Out of School Care was registered 2009. It operates from a classroom in Northgate Primary School, Bishop's Stortford, Hertfordshire. A maximum of 26 children may attend the setting at any one time, which offers places for children on the Early Years Foundation Stage Register. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. There are currently 48 children on roll, of whom 15 are in the early years age group.

All children share access to a secure, enclosed outdoor play area. Access to the setting and all areas used by children are on one level. The setting opens each weekday during school term times only from 3.15pm until 6.30pm. The setting has clear strategies in place to support children who have special educational needs and those with disabilities. They also have strategies in place to support children who speak English as an additional language. The setting employs five staff, of whom all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All members of staff have secure knowledge of each child's needs which enables them to very successfully promote their welfare and learning. All children are safe and secure in the excellent environment and they enjoy opportunities to learn about the world around them. Partnerships at all levels are a key strength of this setting and significant in providing smooth transitions and making sure that the needs of all children are met, along with any additional support needs. This attention to effective practice means that children progress well, given their age, ability and starting points. Self-evaluation systems are in place.

What steps need to be taken to improve provision further?

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

- ensure written permission is in place from all parents and carers for the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and welfare) 08/06/2010

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

- develop further systems of self-evaluation to ensure that identified priorities are clearly monitored and subsequent action taken.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust and regularly reviewed. Designated members of staff attend relevant training in order to ensure that children's welfare remains paramount and the staff team fully understand the correct procedures to follow should they have a concern about a child, including liaising with staff in the primary school where the after school is based. Children are also safeguarded within the setting by the clear recruitment and vetting procedures. All policies and procedures required by legislation are in place. Records of development are well maintained, including child record forms and relevant medical information. All staff have completed paediatric first aid training enabling them to provide appropriate care in the event of an emergency. Permission is sought and in place for the administration of first aid whilst children are at the provision although written permission from parents enabling staff to seek any necessary emergency medical advice or treatment has not been acquired for all the children, which is a breach of regulatory requirement. This breach has no immediate impact on the safety and well-being of children whilst in the provision and all other practice is extremely effective. The after-school care is exceptionally well organised, security is paramount with registers and visitor records maintained well. Emphasis is placed on free-flow play and investigation and this is aided by the excellent provision of child-height storage both inside and outside which ensures that children have independent access to the wide range of high quality toys and resources.

The provision has highly positive relationships with all groups of parents and carers. Partnerships are exemplary, for example parents and carers are heavily involved in decision-making on key matters affecting the setting, through well-established and highly inclusive procedures. Parents report that they are delighted with the provision and the flexibility of it, which provides them with peace of mind each and every day. Strong relationships have been developed with the school which further enhance the provision and outcomes for children. In addition, the group can use school resources along with their own, providing children with a real wealth of learning opportunities as they play and have fun. Children are also fully involved, for example taking part in their after-school council which meets with staff to decide on the future development of their group and plan activities. There is no bias in practice in relation to gender, race or disability and equality of opportunity is at the heart of all members of staff work and aspirations.

Morale is high and as a result outcomes in children's achievements and well-being are extremely good. Self-evaluation by the manager and staff ensures that priorities for development are identified although there is a minor weakness with regard to monitoring all identified aspects. Overall the provision responds very well to all user needs.

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

The exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. Assessment through high quality observations is rigorous and the information gained is used effectively to guide planning. Teaching is rooted in a clear understanding of the Early Years Foundation Stage and includes effective information sharing with parents, carers and others the children come into contact with, for example teachers in the primary school. Children are clearly eager to attend and through fun motivating activities they make significant gains in their learning. They have consistently high levels of achievement and most children demonstrate outstanding progress in developing the skills that will help them in the future. Staff plan and provide a highly stimulating and welcoming environment which fully reflect the children's backgrounds and the wider community. As a result, children are fully engaged in their learning, offering ideas and responding to challenges with great enthusiasm. They show high levels of independence, curiosity and concentration. Relationships are very strong at all levels, and children respect and tolerate each other's differences.

Children display extremely high levels of confidence and self-esteem. They work exceptionally well independently and with their peers showing very good negotiation and co-operative skills. Children develop their creative ideas as they dress up and join in role play games, building on their previously real or imagined experiences. They concentrate as they join in a wide variety of activities, learning to take turns and share extremely well. Children enjoy problem solving as they participate in number songs, coordinating movement and adding one more each time as they remember to count their left then right hands in order as required in their game. They are both competent and confident communicators sharing their ideas and developing their skills in communication, language and literacy. Children have innovative opportunities to engage in a wide range of physical activities, both indoors and out, ensuring that they gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Children develop a sense of belonging to the group and are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe, for example talking about and recognising possible dangers, such as setting toys up in front of the exit. Children show an exceptional understanding of the importance of following good personal hygiene routines which they know helps to stop the spread of infection in order to stay healthy. They are fully supported by members of staff, including the fully-qualified cook, who talk with children about healthy options and home-made foods. Children are pro-active when it comes to being involved in menu planning and all the snacks and meals they enjoy are home produced on the premises. Staff ensure that children have an extremely varied and interesting balanced diet which also provides clear opportunities for them to explore their personal likes or dislikes and learn about where food comes from. All children are able to rest or be active according to their personal needs.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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