

Fair Play Tannery Drift

Inspection report for early years provision

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Inspector Lynn Clements

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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

Fair Play Tannery Drift after school club was registered in 2009. They are registered to care for a maximum of 24 children at any one time. Fair play is the sister organisation of the Icknield Walk First School, Fair Play after school club. The setting is also registered to offer care to children aged over five years. They are currently caring for seven children three of whom are in the early years age group. The club is registered on Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Fair Play operate from a classroom in Tannery Drift School, Royston in Hertfordshire. Children have access to a secure outdoor play area. The provision is open each weekday during term time only running from 3.15pm until 6pm. The setting is able to support children with special educational needs and/or disabilities and children for whom English is an additional language. There are three members of staff working with the children, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff take the time to ensure that their knowledge of each child's needs is clear and this enables them to successfully promote their welfare and learning. Children are safe in the setting and enjoy learning about the wider world. Partnerships with parents, the local schools and other agencies are purposeful and significant in making sure that continuity of care is achieved, along with meeting any additional support needs. This attention to detail enables children to progress well. The manager and staff along with the children have begun to evaluate the provision so that priorities for future development are identified.

What steps need to be taken to improve provision further?

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

- reappraise risk assessments to ensure they fully reflect the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times
- develop further a culture of reflective practice and self-evaluation to ensure that priorities for development continue to be clearly identified to improve the quality of provision.

The effectiveness of leadership and management of the early years provision

There is a clear understanding about safeguarding children and the staff as a team have completed necessary training. All staff are clear who the designated officer is

in the setting and how any child protection concerns are coordinated to ensure that children are safeguarded. All staff undergo vetting procedures and no staff or visitors are left unsupervised with the children until all checks are clear. There is a wide range of relevant policies and procedures which are shared with the staff, parents and carers and implemented in practice in order to promote the smooth management of the setting and provide positive outcomes for the children. All staff working in this setting hold relevant qualifications including paediatric first aid and attention to continuing their professional development is good, for example, completing food and hygiene training. Robust systems are in place with regard to staff recruitment and the safe arrival and collection of children. Registration systems ensure that staff are deployed effectively and that all children can be safely accounted for. Staff conduct daily checks of all child accessible areas and these are signed, dated and recorded. However, the current system of risk assessments do not include all potential hazards, for example the system for children when moving between the different zones inside or outside has not been fully assessed in terms of the safety procedures staff currently use. All documents required by legislation are in place and regularly reviewed.

Partnerships with parents and carers are strong and the staff are flexible in their approach enabling parents and carers to meet work commitments. For example, there are two clubs run by the same provider in different schools within the town and the children, who are registered with both settings, can move between them as necessary to make pick ups easier depending on who is collecting them. Staff also ensure that parents and carers are kept fully informed about their child's learning and development within the setting, through discussions and well maintained records of achievement. Staff also work closely with staff from the primary schools which enables them to provide continuity of care as the children move between the different settings. There is no bias in staff practice in relation to gender, race or disability and clear procedures are in place to deal with undesirable behaviour or harassment of any kind. Resources, furniture and equipment are used well and the good working relationships with the schools also include the use of school facilities, such as the playing field and larger apparatus outside.

The manager and staff engage in reflective practice and this includes talking with the children, parents and carers with everyone sharing their ideas, although the findings are not yet used comprehensively to clearly identify priorities for future development. Staff are committed as a team to providing good quality play provision and after school care for children.

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

Staff in the after school club ensure that children can relax and have fun as they learn through free flow play and investigation. Children move around the setting independently, making choices about the toys and activities they wish to explore or join in. Staff are on hand to support and provide opportunities which encourage the children's imagination and participation. Staff use a range of supportive teaching methods, such as open questions, intonation along with audio and visual clues including posters, labels and compact disc players. A key person system is in

operation in this setting providing parents and carers with a key contact and also ensuring that each child is observed, assessed and supported to make progress using the development matters sheets from the Early Years Foundation Stage guidance document. The after school do not take responsibility for the full delivery of the Early Years Foundation Stage but they do work closely with parents and staff of the schools to ensure that children build on what they know and can do, enabling them to make good progress towards the six early learning goals. Clear learning records are maintained by the key person and these are regularly shared with parents and carers who are encouraged to share observations of their child to provide further information about the whole child which the staff can build on.

Children enjoy problem solving, for example as they use the computer they wonder why it appears to stop and try to find out why by talking to members of staff. They are encouraged to look at the screen and share their findings, they discover on closer examination that there is a sand timer shape on the screen and learn that this means they need to wait whilst the computer configures. Children then demonstrate good key board and mouse control skills as they negotiate programmes and enjoy games which enable them to consolidate other learning. Children also enjoy creative opportunities as they concentrate for prolonged periods of time carefully placing beads in sequence of colour to create bright cheerful flowers whilst other children enjoy using their own imagination as they draw and colour freely. There are plenty of opportunities for the children to explore outside, running and enjoying games on the school field. They have great fun making dens from large plastic buckets and using their imagination as they develop their games into make believe trips to the fun fair, taking turns to push each other around and around in the plastic bucket. All children are keen communicators, asking questions and sharing their ideas. They enjoy stories and use their own ideas, based on previously real or imagined experiences to build on their role play games. Children show kindness and help each other, for example when one child is bringing a bucket of bats and balls another goes to help their friend. Children's behaviour is good and they clearly know how to share and take turns. They also understand about keeping safe and demonstrate this as they use single handed tools with care and move around the setting both inside and outside safely. Children learn about the wider world through topics and discussions and when travelling between the two settings they also enjoy learning about the local neighbourhood in which they live.

Children enjoy learning about healthy eating and take an active roll in planning their menus. They all understand about the importance of regular hygiene routines, washing their hands at pertinent times in order to prevent the spread of infection. Through discussion children learn about foods which are good for them and those which are not so good, they also learn about linking a good diet with regular exercise in order to lead a healthy lifestyle. The snack bar further supports their independence and enables them to have refreshments when they feel the need, helping them to recognise and respond to their personal needs. All children are able to rest or be active according to their individual 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	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

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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