

Roundabout Out Of School Club

Inspection report for early years provision

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| Unique reference number | 253160 |
| Inspection date | 26/04/2010 |
| Inspector | Andrew Clark |
| Setting address | Foster Avenue, Beeston, Nottingham, Nottinghamshire, NG9 1AE |
| Telephone number | 07939 521033 after 3pm |
| Email | |
| 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

Roundabout Out of School Club opened in 1999 and is run by a committee. The club operates from a hall and adjoining rooms in Round Hill Primary School in Beeston, Nottingham. It is on the ground floor and is fully accessible. The club supports children with special educational needs and/or disabilities. A maximum of 56 children aged from four to eight years may attend in any one session. Older children may also attend. There are currently 120 children on roll, of which 69 are under eight years. Of these, 12 children are in the Early Years Foundation Stage, of which none are in receipt of funding for nursery education. The sessions run from 7.45am to 8.55am and 3.30pm to 5.45pm five days a week, term time only. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. There are 12 members of staff. The manager holds a Level 3 qualification and over half the other staff hold at least a Level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

It is an inclusive club and everyone, including those with special educational needs and/or disabilities, makes good progress. It meets the needs of the early years children well. The experienced manager provides a clear sense of direction and, with the commitment of all her staff, ensures the club is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- improve the procedures to ensure the views of all staff contribute to the setting's self-evaluation process
- improve the provision for promoting children's counting and number skills.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good. The manager has established an ambitious and positive ethos where all staff are effectively involved in driving the club forward. Staff hold good levels of professional qualifications and are committed to further development. They have a good knowledge of the needs of children in the Early Years Foundation Stage and plan their work accordingly. The manager makes good use of partnerships with other providers, including the host school, to ensure a good quality of practice and provision. The manager makes good use of self-evaluation to guide the future improvement of the club. The systems to ensure the views of all staff are fully reflected are still developing. Staff have clear roles and responsibilities and this ensures the smooth running of the

club. Staff are experienced and trained well in supporting children with special educational needs and/or disabilities and ensuring the equality of opportunity is good.

Procedures for safeguarding and to ensure all staff are suitable to work with children are good. In particular, there are very robust systems to evaluate risk and keep the premises safe. There are secure procedures for the administration of medication and recording accidents and injuries. There are good standards of record keeping.

Parents feel staff are very approachable and appreciate the care they show their children. They appreciate the good range of regular information they receive about their child's progress. The school has good links with social services and other agencies to support the needs of children who are vulnerable. The close relationship with the host school contributes to the planning for children's learning and development in many areas.

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

Children are well behaved, sociable and happy. They feel safe and are confident so they participate in all the club offers them. Staff make relevant observations of children's achievements which they use to guide the planning for their future learning. The key workers have clearly established roles in evaluating and supporting children's achievements and this ensures they progress well. Staff have a good knowledge of the learning needs of young children and provide a stimulating environment as a result. There is a good balance between activities children choose for themselves and those led by adults. In this way children become confident and independent learners. Staff select a good breadth of interesting themes to enrich children's experiences such as Africa or road safety. They make particularly good use of children's regular access to a range of computer activities and other modern technology. Staff place a strong emphasis on developing children's early literacy skills. There is a good range of attractive resources to encourage writing, drawing and cutting skills. However, the regular promotion of children's counting and number skills are less well developed. The club celebrates the wide range of the children's own cultures and backgrounds and promotes positive images of diversity well. For example, children prepare and taste foods from around the world. Children's healthy lifestyles are promoted well. The club provides a good range of healthy snacks. Children suggest ideas for the snack menu. Water and healthy fruit juices are freely available throughout the session. Staff make snack times a social occasion by promoting children's emotional and personal well-being as well as reinforcing the value of healthy eating. There are well established routines to encourage good standards of hygiene and cleanliness and children regularly participate in tidying activities. Children benefit from extensive secure outside spaces where they participate in many different activities, which promote good development across all areas of learning, especially physical development. The enthusiasm of all adults and their full involvement in well planned children's games and role play encourages the development of good collaborative learning skills. There are well planned, and very comfortable, areas

for children to sit and relax. They have a good range of books to interest them also.

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

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| 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

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| 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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| 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

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| 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