

Sallywags Fun Club

Inspection report for early years provision

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Inspector

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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

Scallywags Fun Club registered in 2009. It is privately owned and one of three provisions that this provider is registered to operate. The setting is located at Nine Acres Primary School, Newport on the Isle of Wight. The premises are accessible and all areas within the school premises are registered for use. Secure grounds are available for outdoor play.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is able to be provided for a total of 75 children under eight years at any one time, all of whom may be in the early years age group. The number of children on roll at any one time within these age ranges varies.

The owner employs 30 staff in total across all settings she owns. She deploys staff to work in the setting according to the number of children in attendance. All staff are qualified and hold a National Vocational Qualification Level 3. The owner holds a National Vocational Qualification level 4 and one member of staff is studying for an Early Years Foundation Degree.

The operational hours of the setting are Monday to Friday 8am to 6pm during all school holidays. They also open during term time when the school is closed due to an inset day.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and making good progress. They benefit from the skills and commitment of well-qualified, experienced staff who work effectively as a team. Through the effective partnership working with parents, some Early Years Foundation Stage providers and external agencies, the majority of children's individual needs are known and met. Staff place a great emphasis on ensuring children are kept safe. All policies and procedures work to promote positive outcomes for children. The setting demonstrates good capacity to maintain continuous improvement. For example to ensure younger children have the opportunity to relax and eat at their own pace staff have recently improved the organisation of snack time.

What steps need to be taken to improve provision further?

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

- increase the opportunities children have to be independent by involving them in the preparation of snacks.

The effectiveness of leadership and management of the early years provision

Highly effective policies and procedures ensure children are fully safeguarded and their ongoing safety and welfare is promoted. Staff have a secure awareness and understanding of child protection issues and of their responsibilities should abuse of a child be suspected. Robust recruitment and vetting procedures ensure all staff working with the children are suitable. Successful induction procedures are implemented with all new staff. Daily risk assessments are completed to check the environment is safe and specific stand alone risks assessments are carried out for activities such as use of the bouncy castle. Staff are vigilant and well deployed at all times. Thus ensuring children and activities they engage in are closely supervised at all times. They have use of mobile radios to ensure communication is maintained across all areas of the setting.

Staff act immediately when they identify potential hazards in the changing environment. For example, when children move pieces of equipment and place them in front of a fire exit or in a corridor they are asked to move them to another location and given an explanation of the reason for this. The premises are kept secure; all visitors are required to sign in and staff make sure that children are not left alone with them. Emergency evacuation drills are regularly practised and evaluated.

Resources are well organised; they are stored in boxes and on low level units. Children are able to move freely around the different areas of the setting and they have independent access to the secure outdoor play areas. The outdoor area is also equipped with a wide range of resources and toys.

Systems in place for working in partnership with parents and other agencies involved with the children such as health visitors and Social Services ensure children's unique needs are known and they receive the support they need. Parents share their children's likes, dislikes and abilities that help to establish starting points and routines. Staff have tried to establish effective systems for working in partnership with local schools. However, to date they have not been able to secure a response from all the schools they have written to. This they are intending to pursue until a response is received. Parents receive detailed information about the setting and the activities they can expect their children to be offered.

Staff are motivated and effective in driving ambition and continuous improvement. They use several systems to evaluate the provision and parents' and children's views are sought through discussion and a suggestion box. Plans for the future are well targeted. They include increasing the outdoor play resources so children have a varied range of water play activities to engage in, and, labelling resources with pictures to ensure younger children are able to make an informed choice of what they play with.

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

Staff use the information they have of the children well to plan a wide range of stimulating and challenging activities. In addition they respond to children's requests of the activities they would like provided. Regular exchange of information with parents enables staff to support the learning and development of every child.

Children enjoy their time at the setting and express their disappointment when it is time to leave. They are excited on arrival, seek out their friends and settle at activities of their choosing. Children show sensitivity when a new child attends and offers to help them settle and make new friends by taking them for a walk around the setting, showing them the various resources and activities that are on offer. Children establish good relationships with staff and thoroughly enjoy having them joining in with their play. For example they compete against staff while playing air hockey and offer to serve them cakes from the role play bakery.

Children enjoy playing outside and some choose to spend considerable time making a den under the shade of the trees using curtains, nets and pieces of wood. When using equipment such as wheeled toys, skateboards and roller blades children are becoming aware of how to ensure their own safety; they follow the settings rules by wearing helmets, knee and elbow pads. Themes such as the World Cup, Cowboys and Indians, the Circus and Pirates support children's learning and development in all areas and provide opportunities for them to learn about the wider world in which they live. Cookery, flag making, art and craft, water sports, candy floss and popcorn making are a sample of some of the activities and experiences children are provided.

Children learn about healthy lifestyles, and their welfare is effectively promoted; they follow good hygiene routines and have good opportunities to enjoy fresh air and exercise daily. At snack time children enjoy eating the pieces of fresh fruit, cheese and pitta bread which have been prepared by staff. Water is freely available for children to drink which ensures they do not de-hydrate.

Children's behaviour is very good. They show respect for each other and for the settings resources. Staff act as good role models and encourage children to have good manners. As a result children say 'Please', 'Thank you' and 'Excuse Me' with minimal prompting. Older children show care and concern for younger children. For example when older children play a game of football and younger children want to join them, they suggest getting a soft ball to kick. Thus ensuring younger children can engage fully in the game and not get hurt.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of safeguarding	1
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
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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