

Ducklings Out of School Club

Inspection report for early years provision

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EY136809

Inspection date

17/06/2010

Inspector

Kevin Wright

Setting address

Stoke Climsland School, Stoke Climsland, CALLINGTON,
Cornwall, PL17 8ND

Telephone number

07813 929171

Email

Type of setting

Childcare on non-domestic premises

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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

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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

Ducklings Out of School Club has been registered since 2002. It operates from a hall in the primary school which is situated in the village of Stoke Climsland. The setting has use of the main hall and the adjoining enclosed garden area. The setting is one of two settings run by Ducklings Venterdon Pre-School, which is run by a committee of parents and interested others and serves the local area. There are currently 77 children under 12 years of age on roll, of whom 37 are under eight, and of these four are of Early Years Foundation Stage age. It is registered to care for no more than 24 children aged from four to under eight years at any one time. It is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Children attend a variety of sessions. The setting can meet the needs of children with special educational needs and/or disabilities. There is wheelchair access. The group opens Monday to Friday from 3pm to 6pm during term time only. The setting currently employs four permanent members of staff to work with the children, of these, three hold level 3 qualifications and one has a level 2 qualification. Additional temporary staff are also employed. All are qualified and are vetted in accordance with the safeguarding policy. The setting is a member of 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The overall effectiveness of the Ducklings Out of School Club is good. It meets the needs of all children well. It is an inclusive and caring community where children's good behaviour and good relations with staff and with one another ensure that they make good progress in their learning and development and enjoy attending. The setting's excellent partnership with parents and carers ensures that relevant information is shared regularly so that children are supported well. The manager, staff and committee regularly review the quality of provision to maintain continuous improvement. The club has the good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that a record of risk assessment for the outdoor area is kept and clearly states when it was carried out, by whom, date of review and any action following a review or incident (Documentation) 01/08/2010

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

- improve fire safety procedures, for example by timing the fire drills
- extend the range of activities on offer in the outside area

- encourage children to take on responsibilities, for example by helping to tidy up their area after finishing playing, and provide aprons for children engaged in messy activities.

The effectiveness of leadership and management of the early years provision

Those in charge are well qualified and experienced and lead a caring and well-qualified team. They have a good understanding of the strengths of the provision and the areas for development. The quality of provision is reviewed in relation to the Early Years Foundation Stage Framework and activities are mapped against this. The committee, manager and staff have properly addressed the recommendations of the previous Ofsted inspection. The provision runs smoothly on a day-to-day basis. Safeguarding is good. Staff are vigilant regarding children's whereabouts. They respond rapidly if a child fails to arrive. Staff have a good understanding of the safeguarding policies and procedures. All staff have been trained in paediatric first aid. All staff have undergone appropriate checks and a rigorous vetting process is in place regarding recruitment. The site is secure and risk assessments are conducted daily at the start of each session. At the moment, although risk assessments are conducted for both the indoor and outdoor areas, only the risk assessment for the indoor provision is logged and signed off. In addition, regular risk assessments are conducted in relation to the environment, equipment and resources, including electrical equipment. Incident and accident books are reviewed and practices reflected upon to see where developments may be made.

Effective partnerships have been developed with parents and carers, the host school and external agencies involved in children's welfare and development.

Because the setting maintains records of the progress and development of the children, in relation to six areas of learning and development, they are able to provide parents and carers with a good picture of the progress in these areas against levels. The club maintains an inclusive practice where the welfare and needs of individual children are appropriately met.

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

A warm and friendly atmosphere is created by staff who welcome children by name and demonstrate they know the children well. Staff collect younger children from the host school classrooms and escort them to the hall where the club is based. The ongoing dialogue between staff and parents and carers strongly supports each child. The staff value the accord they have with parents and carers that helps them support each child according to their needs. For example, staff welcomed and used a recipe for non-allergenic play dough provided by a parent, and all staff received specific training to support a child with medical needs. Excellent links exist with the host primary school. This enables, for example, messages in relation to children's individual needs and welfare to be passed from

classroom teachers to parents and carers via the club's staff. All messages are logged and signed for. Parents and carers report that they value the caring nature of the staff and their professional rigour in securing the safety and well-being of their children. They appreciate the flexible, responsive provision that the setting offers. Children attending the club are provided with a snack that reflects the club's commitment to healthy living. A water dispensing machine in the hall enables all children independently to access a drink whenever they wish. Children know to wash their hands before preparing food and after messy activities.

A good range of activities are efficiently prepared for the children that reflect the club's application of the Early Years Foundation Framework in planning for all children, especially those of that age range. Older and younger children enjoyed playing together and showed they knew how to play safely in games and activities. All children showed a confident approach to choosing what they wanted to do. Children develop their eye-hand coordination by playing on an air hockey table, particularly important for children with dyspraxia. A child independently assembled tower structures that enabled marbles to run down chutes and consolidated his understanding of cause and effect. He confidently explained how he made things happen. Soft gym mats on the floor provide comfortable spaces for children to sit or kneel on when they are playing.

Younger children enjoyed clay modelling of creatures and show good development of fine motor control and the handling of tools, so consolidating skills for the future. The children knew to wash their hands after playing with clay but had no aprons to put on and were not invited to help tidy up their work place after they had finished.

In the outdoors area, children develop their balance and control by riding on scooters and steering them around obstacles, and they demonstrate that they knew how to do this safely. Large chalk drawings were made on the ground by some children. The range of activity in the outdoor area does not reflect that provided indoors because it is not as stimulating.

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	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	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	3
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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