

Children of Summerhill Out of School Club

Inspection report for early years provision

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Inspection date	12/07/2010
Inspector	Christine Huard
Setting address	Summerhill Infant School, Clouds Hill Road, St. George, Bristol, BS5 7LE
Telephone number	07854 833917
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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

Children of Summerhill is an out of school provision for children attending Summerhill Infant and Junior schools, and subject to places, is open to children from the local area. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates primarily in the Infant School and provides a breakfast club and after school club. The Junior School may also be used in emergency situations. Children have use of designated areas in the school including the hall, library and cookery room. They also have access to the school's outside play spaces. The breakfast and after-school clubs run each weekday during school term times, from 07.45 to 09.00 and 15.15 to 17.40 respectively. The holiday playscheme opens during some holiday periods from 08.30 to 18.00. Currently there are 46 children on roll. Of these, 26 are aged under eight years and 8 are under 5s. The setting can support children with special educational needs and/or disabilities; and those who speak English as an additional language. Two senior staff hold relevant childcare qualifications to level 3 and two staff have level 2 qualifications whilst another is a qualified nursery nurse. The setting is managed by a voluntary parent committee. The setting has established strong links with the Reception teachers at the school and they receive support from BAND.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of Summerhill makes good provision for the children in its care. Staff successfully promote inclusive practice. It offers a wide range of activities which interest the children and are designed to help them relax after a day in school. The manager has a very good understanding of the setting's strengths and an accurate self-evaluation identifies where things can be further improved. All the recommendations from the previous inspection have been fully addressed and the setting has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- record children's achievements in their learning diaries under the headings of the Early Years Foundation Stage curriculum rather than in chronological order in order to be able to track their progress more accurately.

The effectiveness of leadership and management of the early years provision

All adults work hard to ensure that children play in a safe and secure environment. Safeguarding procedures are good. All procedures for ensuring that staff are suitable to work with children are fully in place and staff have appropriate first aid

and child protection training. Thorough risk assessments take place on a daily basis of both the indoor and outdoor environments and written records show clearly that any hazards are removed or immediately rectified. More in-depth assessments also take place at regular intervals to ensure that all toys, furniture and equipment remain in a good and safe condition.

Staff assess the quality of the setting's work well. Daily and weekly evaluations of activities provided for the children and the children's comments and reactions all feed into the setting's good self-evaluation. Leaders show ambition and drive to improve the provision. For example, training is provided for new and existing staff and they are encouraged to study for further qualifications. The recommendations from the last inspection have successfully addressed. There is now a quiet area where children can just relax or read a book, risk assessments are comprehensive and a good, broad range of activities is provided.

The manager shows a good understanding of the Early Years Foundation Stage curriculum. It is adapted appropriately to meet the needs of children. Great emphasis is placed on child initiated activities and children have the opportunity to select activities both in and out of doors. Adults respond very well to children's interests. As a result, learning continues seamlessly between school and after school club albeit in a more informal and fun way. There are strong relationships between children and adults. The setting takes great pains to ensure there are equal opportunities for all children and there is no discrimination.

The setting has good relationships with the infant school in which it is sited and regular meetings take place between the leaders and Reception staff. Activities after school often relate to those being carried out in school, the pirate theme currently being covered in school being extended in the club through creative activities. There are also close links with other services and associations so that that the setting receives the support it needs to ensure the needs of all children are met.

Links with parents and carers are strong. Parents and carers are very happy with the provision made. Those spoken to had nothing but praise for the setting. They receive regular news sheets and their views are sought via questionnaires and a comments book. Staff are happy to chat to parents when they are bringing or collecting their children and this is a useful time for sharing concerns or discussing any issues informally with their child's key worker. Parents receive regular feedback about their children's achievements and they are encouraged to share achievements from home with the setting.

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

The setting provides a welcoming and safe environment where children can play happily and extend their learning through the wide range of activities provided. They clearly enjoy themselves and they benefit from the warm relationships they establish with adult staff and helpers.

A snack awaits children as soon as they arrive from school. These serve to quell the hunger pangs after a hard day and also re-enforce their understanding of a healthy lifestyle. They clearly understand the importance of basic hygiene such as washing their hands before eating and they really enjoy the food provided for them. This changes on a day to day basis and the menu is varied and appetising. Fruit or vegetables are always available and drinking water is available to children throughout the session. Snack time is a real social occasion and a good opportunity to develop the social skills of all children. Children sit happily together at table, display good manners and look after each other's needs well. Conversation is lively and children clearly make an effort to get along well with each other. Relationships between the older and younger children are good and the older ones take care to ensure younger children are included.

The setting has good access to the school's playground and the children are provided with a range of activities including balls, hoops and skipping ropes which all ensure children have plenty of opportunities to engage in physical exercise. Children are reminded to use the resources carefully and supervision is good. Numerous opportunities occur to re-enforce children's understanding of how to keep themselves safe, both at the setting and outside.

Planning by the staff is detailed and the manager ensures that all areas of the Early Years Foundation Stage curriculum is covered each week. The setting collaborates well with the school and topics which particularly appeal to children's interests are continued at club. Children were enthusiastically making pirate flags and completing a large pirate floor jigsaw which linked well with their current topic in school. Opportunities to extend mathematical skills are provided through weighing and measuring for cooking, or counting sweets into gift boxes to celebrate a special occasion. There are numerous opportunities for extending literacy skills and an attractive quiet area set out with rugs and cushions is provided, although it has to be said children preferred to be outdoors playing during the inspection. Children contribute well to the setting through helping to serve the snacks and helping to get out and clear away resources. Adults ensure children have a voice by actively listening to what they have to say and valuing their feedback of the activities provided and welcoming their suggestions and ideas. These opportunities and the good development of children's interpersonal skills all help to prepare them well for the future.

Children's learning diaries provide a wide range of useful information. They contain children's likes and dislikes and also details of any allergies or medical conditions to ensure all staff are aware of these. They provide a comprehensive record of what the children have learned and also show how a child's learning can be further extended. However, these currently run like a diary from day to day rather than according to areas of learning and thus it can be difficult to track children's learning for each aspect.

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	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

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	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