

# Strawberry Hill Out of School Care

Inspection report for early years provision

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**Unique reference number** EY403503  
**Inspection date** 21/06/2010  
**Inspector** Susan Rogers

**Setting address** Sir Alexander Fleming Primary School, 109 Southgate,  
Sutton Hill, TELFORD, Shropshire, TF7 4HG  
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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

Strawberry Hill Out of School Care registered under new ownership in 2009. It is one of a number of national settings operated by the same provider. The setting operates from Sir Alexander Fleming Primary School in Sutton Hill, Telford, Shropshire. Facilities include the use of a classroom, a snack room, the indoor hall and a secure enclosed area for outdoor play.

The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register. The club is open Monday to Friday from 3.15pm to 6.00pm during school term times. A maximum of 40 children may attend the setting at any one time. There are currently 12 children on roll, some attending on a part-time basis. There are three members of staff who work with the children, two members of staff hold appropriate childcare qualifications.

The group is a member of a recognised childcare organisation and receives support from the local authority. The setting has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language. There is suitable access to the premises for people with disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff demonstrate high levels of commitment towards ensuing children's needs and opinions are valued and respected in this inclusive environment. The considerate approach towards working with parents and carers results in strong and respectful partnerships. Children are progressing well and there are systems in place for their assessments, observations and planning. The drive towards further improvement has commenced well, with the process for self-evaluation in the stages of consultation. The risk assessments and provision for safeguarding children are effective ensuring that children feel safe.

## What steps need to be taken to improve provision further?

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

- match children's observations to the expectations of the early learning goals
- ensure that the range of healthy meals and snacks meet the needs of all the children that attend
- ensure that the equipment and toys available are suitable for their purpose.

## **The effectiveness of leadership and management of the early years provision**

There are robust procedures in place to protect children's welfare and well-being as staff are confident and knowledgeable in respect of safeguarding procedures. All staff have access to training, which further extends their knowledge and provides updates of Local Safeguarding Children Board procedures. Thorough checks are employed to make sure that all staff are suitable to work with children. Regular staff appraisals are carried out by the manager to highlight good practice, assess ongoing skills and identify training needs. Detailed written risk assessments are regularly completed with staff dating and signing the log. The risk assessments identify potential hazards and minimise the risks to children. Although there is sufficient play equipment for the children that attend, some of this is well worn and has missing parts which has the potential to impede children's full potential.

The manager and the staff team are appropriately qualified and experienced, demonstrating high levels of commitment towards the children in their care. Children and staff have formed effective relationships where children feel safe and trust the adults that care for them. They are well supported in their play and are developing increasing levels of responsibility towards others and their play environment. Children behave well, are considerate of others' needs and actively take responsibility for minor chores, such as clearing away plates after their meal and cleaning tables. The process for evaluating the quality of the provision has commenced with partner agencies, parents and children being consulted giving opportunities for individuals to contribute towards a measurement of the effectiveness of the service. Plans in respect of improving equipment availability, storage and resources demonstrate how the setting is eager to drive forward improvement, extending learning and development opportunities for all children.

Good relationships with parents have been established which ensures that effective exchanges of information take place for each child in order to meet their specific needs and comply with parents' wishes. Children's assessments are always accessible for their parents to see and contribute towards. The working partnership agreement promotes continuity of care between the setting and the child's home situation. Parents speak confidently about their satisfaction of the service provided. Further understanding of both parents and children's wishes are promoted as there are effective exchanges of information between staff and parents as they collect their child at the end of the session. Arrangements for children with special educational needs and/or disabilities are in place and supported by staff who have relevant professional knowledge and experience. Further support for children who have differing needs is provided through inclusive practice and staff having good awareness and abilities to work with other agencies. Partnerships with other providers involved in the delivery of the Early Years Foundation Stage framework have been established with effective systems in place to promote a continuity of experience between settings. Staff are able to confidently work with other agencies to support children with special educational needs and/or disabilities.

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

Children are valued and respected by staff who work hard to provide a welcoming, and secure environment where children are encouraged to initiate activities of their own choice. There is an established process for observing and assessing children's progress where staff use this information to plan children's next steps in their development. The staff group have a good appreciation of the capabilities of the children in their care and use this information to provide individual support for each child. The current recording systems, however, do not track children's development against each area of learning, which hinders the systematic assessment of children's progress. Staff competently articulate the needs of the children, and are knowledgeable in respect of each child's capabilities during the various stages of their development.

Children are confident as enjoy the support and contact of familiar and friendly adults. Staff spend their time alongside children, supporting their play, becoming involved in discussions and supporting them as they take on small tasks in the setting. During conversations and discussions staff offer sensitive explanations that children understand.

Children enjoy problem solving activities as they build robots with connecting blocks and calculate the score as they play mini snooker. They enjoy creative activities as they dress up, creating imagined scenarios and entertaining each other with glove puppets. Their communication skills are promoted as they discuss aspects of their play with their friends, recognising that their play is enhanced if they include others. They have opportunities to access a range of books and relax whilst they read in the cosy book corner. They learn about sustainability issues as they recycle food wrappings, are involved in the school recycling initiatives and develop links with the local community. Outdoor play is encouraged, providing children with opportunities to enjoy the fresh air and more energetic activities that include football and skipping. Children behave well and they enjoy their time at the setting and have formed friendships with other children and the staff.

Children's health and well-being are promoted as they learn in a practical way about healthy eating, discussing their experiences of vegetable growing during the school day. Children are able to choose from a wide range of sandwich fillings at tea time. However, the needs of children with special dietary requirements are not fully met as there is a limited choice of suitable sandwich fillings available at mealtimes. Children's health is protected through well-practised routines as they wash their hands prior to eating and have appropriate care if they become ill at the setting or require medication. Children readily access a water cooler, filling their drink bottles, which ensures they are refreshed. Fresh fruit is included in the daily snack as children are able to discuss the benefits of eating certain fruits, with some children being given fruit to take home. Mealtimes are enjoyed as children make their own sandwiches and help to clear the table promoting their confidence and feelings of responsibility.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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