

Early Birds and Night Owls

Inspection report for early years provision

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Inspector Alison Reeves

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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

Early Birds and Night Owls registered in 2003. It operates from St Joseph's Roman Catholic School in Bishops Stortford, Hertfordshire. Children have access to an outdoor area. They are open each weekday from 7.30am to 9.00am and from 3.15pm to 6.30pm during term-time.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time. There are currently 52 children aged from three years to 11 years on roll, attending various sessions, nine of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are 10 members of staff working with the children including the owner/manager. Seven staff have relevant early years qualifications. The manager is qualified at level three and is working towards an Early Years Foundation Degree. Four staff are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting offers a very stimulating, welcoming and inclusive environment which ensures children feel highly valued and develop respect for themselves and each other. The individual needs of all children are met effectively because adults working with the children recognise that each one is unique. Consequently, children are making excellent progress in their learning and development. Positive partnerships with other early years providers helps children feel secure. The setting's reflective practice helps them to identify the many strengths and very few weaknesses and forms a sound basis from which they are able to secure further improvements.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further self evaluation and informed discussion to identify the setting's strengths and priorities for development that will secure continuous improvement.

The effectiveness of leadership and management of the early years provision

The setting is extremely well managed and benefits significantly from having a staff team who work exceptionally well together. Comprehensive policies and

procedures are in place to ensure the safe and efficient running of the setting. For example, medical and dietary records help to ensure children's health needs are clearly known and understood by all adults. Children are safeguarded extremely well because of the robust recruitment procedures and very clear understanding of adults in relation to all aspects of child protection. Their detailed knowledge and comprehensive insight ensures children's safety and wellbeing. Adults are vetted thoroughly and maintain up to date knowledge of child protection issues through training. Risk assessments are meticulous and include a daily safety check of the premises to ensure a safe environment for children. An excellent range of resources is used effectively and made freely available with children independently selecting items and engaging in purposeful play.

Partnerships with parents and other carers, including childminders are greatly valued and adults take time to engage with them on a daily basis, sharing relevant information about their child. Children's starting points are clearly established and the information from parents is used to very good effect when planning interesting and appropriate activities for children. Exemplary links with other providers in the pre-school, nursery and reception class ensure children have a smooth transition between settings and that their needs are communicated well and they feel confident and secure.

Adults are committed to promoting equality and recognising diversity across the setting. Their sensitivity to children's individual needs and the concern shown for each individual helps children in developing these skills themselves which they are then able to use in their interactions with their peers. Highly effective social and educational inclusion means that every child is valued and can become absorbed in worthwhile activities.

Adults have high standards and are ambitious for the setting, this means they strive for constant and sustained improvements in all areas. Adults are reflective and this enables them to respond positively to any suggestions from the children, their families or from within the staff team. This accounts for the very high levels of satisfaction expressed by the children, their parents and the team.

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

The exceptional organisation of the recreational and educational programmes provides a varied and enriching range of learning opportunities that meet the needs of all children exceedingly well. Effective assessment through high quality observations is rigorous and the information gained is used well to inform future planning. Adults clear understanding of the Early Years Foundation Stage supports them in effective information sharing with parents, carers and other settings that the children attend. Children are very keen to attend and through participation in stimulating activities they make significant gains in their learning. Children show consistently high levels of achievement and most are making excellent progress in developing the skills that will help them in the future. Adults plan and provide a highly motivating and inclusive environment which fully reflects the children's backgrounds and the wider community. As a result, children are fully engaged in

their learning, offering ideas and responding to challenges with great enthusiasm. They show high levels of independence, curiosity and concentration. Relationships are very strong at all levels and children respect and value each other's differences.

Children's levels of confidence and self-esteem are high because they are greatly appreciated and their contribution to the setting is valued enormously by the adults who work with them. For example, their participation in the club council where they put forward ideas for future activities and share their views on aspects of the provision they would like to see improved. Children work exceptionally well together and independently. They show very good negotiation and co-operative skills. Children develop their creativity through role play as they dress up and create stories and scenarios based on real or imagined experiences. They concentrate well and persevere in a wide variety of activities, learning to take turns and share extremely well. Children enjoy problem solving as they participate in building complex models with the construction equipment. Children enjoy card games where adults make the most of learning opportunities by asking questions that involve children in critical thinking. For example, working out fractions in relation to sharing out cards, using mathematical terms, such as, half and quarter. Interest in the World Cup from a number of children prompted adults to use the popular trading cards as learning tools to promote further opportunities to acquire knowledge. They discuss statistics, geography relating to players' home nation and the various international teams for which they play. This proactive response to children's interest demonstrates the high level of skill within the staff team. Children are effective and confident communicators sharing their ideas and developing their skills in communication, language and literacy. Children enjoy various festivals, the recent celebrations of French Bastille Day supported children in making links with historical events as they compared the events of the French Revolution with those of the reign of Henry VIII. Children have innovative opportunities to engage in a wide range of physical activities, such as, games which involves them challenging themselves physically and mentally whilst cooperating with others. This along with other outdoor games of rounders and football ensure that children gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Children have a highly developed sense of belonging to the group and are proud of their association. They are well aware of their own security and are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe. For example, they talk about and recognising possible dangers, such as, playing in walk ways. Children demonstrate their understanding of the importance of following good personal hygiene routines which they know helps to stop the spread of infection. In order to stay healthy they wash their hands before eating and after playing outside, often without the need for reminders from adults. They are fully supported by all members of the staff team, including the cook, who talk with children about healthy options and home made foods. Children are actively involved in menu planning and all the snacks and many of the meals they enjoy are home cooked from scratch on the premises. Staff ensure that children have an extremely varied, interesting and balanced diet which also provides clear opportunities for them to try new foods and to express their personal likes or dislikes. They learn about where food comes from and its

associations with different cultures and special celebrations. All children are able to rest or be active according to their personal needs at the sessions.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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