

Cheeky Monkeys Out of School Club

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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.

Description of the setting

Cheeky Monkeys Out of School Club was re-registered in 2008 under new ownership. It operates within High View Learning Centre and provides care only for children who attend the school. There is level access to the provision.

Children have use of the main play room, the computer suite, library area and the school hall. A classroom is occasionally used when necessary. There is a secure outdoor play area. A maximum of 24 children aged from four to eight years may attend the club at any one time. There are currently 45 children on roll. The club is open each weekday during term time only, from 08.00 to 09.00 and from 15.15 to 17.45. The club supports children with learning difficulties and disabilities.

There are two staff employed to work directly with the children, one of whom has an appropriate early years qualification. The other member of staff is working towards this. The club is also registered on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Children love attending the club, where they enjoy relaxed and friendly relationships with staff. The daily indoor environment is mostly well organised to offer varied play choices in all areas of learning, although limited storage space and dispersed rooms mean children cannot readily select resources independently, or safely use all play areas freely. Children enjoy good access to outdoor play experiences throughout the year. Strong partnerships with parents and effective liaison with the school help to ensure all children are sensitively included and their individual needs supported. Staff access appropriate training opportunities, but have not recently updated their knowledge and understanding of safeguarding issues. Ongoing evaluation of practice is not yet clearly linked to effectiveness in improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop planning and use of observations to extend children's opportunities and independent choices within the daily environment
- review safeguarding procedures and enhance staff knowledge and understanding of their role and responsibilities within them
- improve systems for self evaluation, to enhance opportunities for continuous improvement in promoting the outcomes for children.

The leadership and management of the early years provision

Children's welfare is promoted effectively, as staff consistently implement all required policies and procedures. They are currently updating all policies and record keeping to fully reflect the early years framework. They have a clear understanding of their responsibility to keep children safe, but have not accessed any recent training to update their knowledge and awareness of local safeguarding procedures and requirements. The system for incident recording lacks clarity and records of existing injuries are not countersigned by parents. There are clearly defined procedures for recruitment in place, although no new staff have been appointed, but the person in charge is not very well informed about how to access police checks for new staff and volunteers. Collection of children from classrooms at the end of the school day is well organised to minimise confusion and ensure their safety. Staff are deployed well to ensure children are fully supervised at all times, whilst actively encouraging safe levels of independence. Risk assessments are well considered, helping to keep children safe in all activities.

The staff have established themselves as a strong team. They have worked hard to develop a new planning structure, which helps them to offer appropriate activities based on children's interests and reflecting individual needs. Space in the main playroom is quite limited, so that children cannot readily access stored resources independently. They are made aware, however, of what resources are available and are confident to ask if something they want is not out. They ask when they would like to use other rooms, like the computer suite, the library or the hall. Staff continuously review activities and children's experiences in the club, although planning for improvement is not yet fully established as a systematic process. Staff are fully committed to the development of good quality practice and routinely plan access to appropriate training opportunities.

The strong partnership with parents and very effective links with class teachers in school help staff to promote very positive relationships with children. They are well informed about children's home life and school activities, helping them to plan sensitively to enhance each child's experience in the club after a busy school day. Parents feel comfortable with staff and are able to share any concerns. Staff share information daily about children's activities and progress. They liaise closely with teachers to support additional learning needs, for example offering a quiet space and opportunity to sit with staff to complete homework tasks. Staff show sensitivity to individual family backgrounds and encourage children to have respect for difference, but feel there is need to enhance the planning of activities to more actively raise children's awareness of diversity.

The quality and standards of the early years provision

Children love the relaxed and welcoming environment offered by the club. They interact warmly with staff, sharing news of their school day. They are confident of staff support in finding lost coats and carrying special 'gluey' pictures for mum, as they gather outside their classroom to walk to the club room together. They settle quickly into the 'easy going' routine, where they can do homework, play with their

friends or just 'chill out' on cushions after their busy school day. Staff carefully balance the very different needs of younger and older children, creating calm areas for quieter play. They are developing confidence in using their observations of children's interests to introduce variety and enhancements to the daily environment.

Children have access to a variety of resources and activities, some of which they are able to access independently to plan their own play. They have fun being creative and doing puzzles. They build fire engines with the construction and enjoy role play, taking their doll for a walk. Themed planning, based on their interests, helps to create lots of variety. For example, they enjoyed a project about their pets and staff brought in two kittens. They thought about all the risks and dangers of bonfire night, and considered the needs of others in their 'anti-bullying' topic. They sometimes link with school projects, like science week and raising money for children in need. Children enjoy well resourced outdoor play most days or have opportunity to run around and 'let off steam' using the school hall. They enjoy activities like 'giant connect four', skittles and cricket.

Staff know all the children very well, helping children develop a good sense of belonging to the club. Children are familiar with the routines and love to help preparing snack and washing the dishes. Staff positively promote their active involvement. Children clearly understand expected behaviour and routinely have sessions on the carpet to talk about the 'golden rules', being kind, taking turns and sharing. Children develop a strong self-esteem and know they are valued as individuals.

Children learn about the importance of keeping themselves healthy and staying safe, as they enjoy lots of exercise and fresh air each day. They are encouraged to eat healthily, with a well balanced menu introducing fruit and fresh food. Staff work closely with school with regard to menu planning and ways to raise children's awareness of a healthy lifestyle. Children learn to use the large play equipment and to manage risks safely. Staff actively involve children in thinking carefully about how to keep themselves safe and the importance of taking responsibility for their own behaviour.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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