

# Playdays @ Harpur Hill

Inspection report for early years provision

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<b>Unique reference number</b>	EY319763
<b>Inspection date</b>	16/09/2010
<b>Inspector</b>	Janet Keeling
<b>Setting address</b>	Harpur Hill Primary School, Trent Avenue, Buxton, Derbyshire, SK17 9LP
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<b>Email</b>	
<b>Type of setting</b>	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

Harpur Hill Before and After School Club registered in 2005 and is owned by Playdays Ltd. It operates from the main library area in Harpur Hill Primary School in Buxton. The group also has access to the school playground and associated facilities. The premises are all on one level with easy access. The club serves children and families from the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

A maximum of 30 children from four to under eight years may attend the setting at any one time. Currently there are 30 children on roll. Children attend for a variety of sessions. The club opens Monday to Friday during school term times only. Sessions are from 7.30am to 9.00am and from 3.30pm to 6.00pm.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language.

There are three members of staff who work directly with the children, all of whom hold an appropriate early years qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and clearly enjoy their time at this very welcoming setting. Staff are very motivated, work well as a team and provide a wide range of interesting and stimulating activities which fully support children in their learning and development. Staff strive to offer an inclusive service, supporting all children to actively participate in activities which support their individual needs and interests. Highly successful partnerships with parents and good links with the host school have been established, consequently, children's care and well-being is well supported. The group is led by an experienced manager who demonstrates a dedicated approach towards continuous improvement.

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

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

- review and develop risk assessments for both the indoor and outdoor areas and ensure that the daily risk assessment clearly demonstrates how all identified hazards to children are minimised
- review and update all documentation to ensure it is written in line with the

Early Years Foundation Stage Framework.

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

Children are safeguarded well. Staff have a good understanding of their roles and responsibilities whilst protecting children in their care. This includes their duty to record and report any concerns and to share the setting's safeguarding policy with parents on admission to the group. Children's health, safety and well-being is enhanced by the effective maintenance of documentation, however, the setting has not updated all their documentation in line with the Early Years Foundation Stage Framework. Effective procedures for the recruitment and vetting of staff are in place, together with effective procedures for the induction of new staff. Staff demonstrate an effective understanding of health and safety issues and have written policies and procedures in place to support the running of the setting. Staff routinely verify the identity of all visitors and have a visitors' book in place. Written fire evacuation procedures are established and staff ensure that regular fire drills are completed. Risk assessments are in place, however, the daily risk assessments do not clearly demonstrate how all identified hazards to children are minimised. The deployment of resources is good. For example, staff are successfully deployed to support the children's care, safety and well-being and make good use of space and resources.

Staff are enthusiastic, positive role models and work well together as a team. Staff are caring, passionate about their work, demonstrate a positive attitude towards continuous improvement and are committed to improving outcomes for children. They demonstrate a positive commitment towards continuous improvement. For example, they monitor and evaluate the quality of the provision through their self-evaluation system and through feedback from children and parents. Children used words such as 'fantastic', 'brilliant' and 'wonderful' to describe how they felt about the group. Staff warmly interact with children during play and respond positively to their individual needs. Consequently, children feel safe and secure. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the group where all children are clearly valued.

Partnerships with parents are outstanding. Staff dedicate time getting to know children and their families, fostering effective relationships that ensure children feel settled and secure. Prior to admission parents receive a 'welcome pack' which outlines the setting's ethos and summarises the group's policies and procedures. The daily exchange of information ensures that children's changing needs are consistently met, whilst, a parents' notice board ensures that parents access information regarding the management of the group. It is evident from discussions with parents during the inspection that they value the good level of care that is provided for their children. Parents expressed very positive views about the 'caring and friendly staff team', 'the very welcoming environment' and 'the excellent range of activities that are provided for their children'. Parents said they were confident that their children are very happy and kept safe at the group. Staff have also developed very good relationships with teachers at the host school which contributes effectively to the ongoing continuity of care provided for all children.

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

Children benefit from a very welcoming environment and from the staff's knowledge and understanding of how to develop learning through play. Staff are friendly, caring and spend quality time interacting and supporting children, as a result, children clearly enjoy attending the group. On admission to the setting all required documentation is completed which records children's individual care and learning needs. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents. Staff have introduced a 'learning folder' for children who are within the Early Years Foundation Stage group. The learning folder contains both written and photographic information of a child's achievements and a record of children's own work. Staff use information gained to identify how children's learning will be supported within the group.

On arrival at the group children receive a very warm welcome from staff. Children are aware of the day-to-day routine, they put away their coats and bags and sit around the table for a snack and a drink. Snack-time is very sociable, children relax, talk about their day in school and reflect upon personal events in their own lives. One child spoke passionately about their 'pet snake' and they explained to the group that it was one year old and had grown several inches during that time. The children and staff were fascinated and asked lots of questions about the snake. "How does it feel", asked one child whilst another enquired, "where does it live?". Children play very well independently and with their peers and are supportive of each other. During the inspection a group of children enthusiastically engaged in a craft activity where they made cards, they chatted happily together about who their card was for, they then carefully cut and glued shapes and skilfully wrote messages on the inside of their card. Children also engage in cooking activities, junk and salt dough modelling, construction play, pebble painting and collage work. Children's knowledge and understanding of the world is enhanced as they access resources that are representative of diversity and through open discussion with staff. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas where they confidently play tennis, ride scooters and enjoy throwing and catching balls. They also skilfully negotiate the challenges of the 'Trim Trail' equipment in the school playground.

Children's behaviour in the group is very good. Children are polite, well mannered and show concern for each other as they play and interact together. Children behave in a manner that is supportive of their learning, they develop confidence and self-esteem because staff give regular praise, encouragement and support. Children are fully aware of the 'club rules' which are clearly displayed in the base room. The club rules include, 'always walk inside school', 'be kind to each other', 'be polite to adults and other children', 'use sensible voices', 'share toys and games' and 'look after your friends'. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children are reminded to play only in the designated

outdoor areas and how to use equipment safely. Children understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. Good hygiene procedures and practices ensure that children are kept free from infection, children routinely wash their hands before snacks whilst staff use anti-bacterial spray to ensure tables are clean before snacks are taken. The setting fully promotes healthy eating by providing children with a range of healthy snacks and through discussion with the children about what foods are healthy for them. At snack-time children enjoy a range of fresh fruit such as melons and grapes and also enjoy rice cakes and bread sticks. Children also access drinking water throughout the session, ensuring that they remain hydrated.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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