

Hollywell Fun Club

Inspection report for early years provision

Unique reference number EY247941
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Inspector Jim Bostock

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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).

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

Holywell Fun Club is managed by a company who operate other early years provision in Northumberland. It registered in July 2005 and operates from a mobile classroom in the grounds of Holywell First School, near Seaton Delaval, Northumberland. Children have access to a secure enclosed outdoor play area. A maximum of 22 children aged under eight years may attend the setting at any one time. The setting currently takes children from four years of age and also offers care to children aged eight years to 12 years. The setting is open Monday to Friday from 7.45am to 9.00am and from 3.00pm until 6.00pm, during term time and from 7.45 am to 6.00 pm during school holidays.

There are currently 64 children on roll. Of these 55 are under eight years and of these five are within the Early Years Foundation Stage age range. Children come from the local catchment area. There are three members of staff and a number of staff can be called upon if necessary from within the organisation. All hold an appropriate Level 3 qualification in early years and/or playwork. The setting receives support from the local authority. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are excited to attend, confident, happy and make friends easily with other children in the setting. They relate very well to staff and each other. All children are treated equally, with respect, acceptance and inclusion of any individual need related to culture or special educational need and/or disability. Children enjoy their activities which they are free to choose and especially enjoy creative crafts. The setting is beginning to introduce systems for self-evaluation to help identify areas of development for the provision. All the staff are suitably qualified, experienced and are committed to providing a service in which children can relax, enjoy and develop. Their capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- develop further the systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- develop the exchange of information about children with both parents and other services to inform the assessment process and focus learning activities for children's progress and development
- develop further the risk assessments to include the outdoor area.

The effectiveness of leadership and management of the early years provision

Staff understand their roles and responsibilities in relation to safeguarding children in their care. They have good knowledge of the child protection procedures to follow and their responsibilities relating to this, which means they successfully contribute to the children's welfare. Detailed policies and procedures are in place regarding safeguarding and staff ensure they are shared with parents. Children's safety is given high importance and staff carry out regular risk assessments of the premises. Although the risk assessment for the outdoor area is not written, staff are aware of dangers and take suitable precautions to protect children. They supervise children closely and ensure visitors are identified. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process.

The management team have begun the process of evaluating the service and have developed good policies and procedures that meet all requirements and have plans in place to continue this development especially with regard to the learning and development requirements.

The fun club supports equality and diversity by having good policies and procedures and support systems in place for any children with disabilities or other needs. There are activities and playthings which show positive images of difference and diversity to help children develop positive attitudes to others.

Parents highly praise and value this service for their children. They feel their children progress very well especially with regard to confidence, social skills, communication and creative skills. They particularly appreciate the many craft activities which often result in children bringing home something they have created. Parents are given good information about the setting, the activities and plans and daily updates about what their children have been doing. Although parents discuss their children with staff before they start attending, staff have not yet effectively used this information to develop individual plans for children in relation to the early learning goals. Similarly, partnerships with other services used by children are still not fully developed.

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

The good relationships between staff and children are evident in all aspects of the play and sessions. Children are very happy and settled in the setting, make friends and learn to relate very well to others because staff are friendly, approachable and responsive to children's individual needs. Staff rarely have to remind children about their behaviour as children are treated with respect, involved in the making of club rules and show their respect for others as they listen to what staff say to them and stay within the routines and consistent boundaries that are in place. For instance, children readily help tidy up and take care of the setting. This helps them develop a sense of involvement and responsibility which will stand them in good stead for

the future.

The setting involves children in the planning of activities and aims to ensure children have free choice throughout each day. This ensures children are happy and engaged in their learning and play and their independence is well promoted as they are able to make their own choices from the wide range of activities and resources provided. Although planning along with some observation and assessment is in place, it is not effective in linking progress towards the early learning goals. This potentially limits the setting's ability to ensure each child's needs are being met. Key staff have a good understanding of the Early Years Foundation Stage and have an informal system in place to monitor children's development and identify their next steps of learning.

Children's health is promoted well, as staff use their detailed information on children's dietary and health needs appropriately. Clear policies and procedures are used effectively, including those for safety. Children understand about washing hands after using the toilet and learn about healthy eating. Children are developing a good sense of safety. They understand the safety rules because staff explain to them about dangers, such as running indoors, and the possible consequences.

Children are very confident, interested and concentrate very well as they take part in group activities. They share and help each other as they develop good social skills and communicate in discussions about the number of moves allowed in a board game. They particularly enjoy creative activities such as, making finger puppets, book marks and creating road safety displays. They proudly show their creations and play very well together. They use the outdoor areas regularly as they develop their physical skills playing sports. An appropriate range of communication and information technology resources are available to help children develop confidence in using this equipment. Staff provide children with a range of activities and resources to help them learn about and understand the wider world and the children particularly enjoyed the 'All Around the World' activity where they coloured in the flags of different countries, tasted food from different regions and learned about diverse life experiences.

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	3
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