

Crocodile Club

Inspection report for early years provision

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Inspector Melissa Cox

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Crocodile Club registered in 1999 and is a voluntary committee run group. It is based at Stockcross Primary School in the rural village of Stockcross, near Newbury, and offers after school care for children who attend the school.

The club is open from 3pm to 5.30pm during term time only. Children have access to the main hall and some of the school facilities, including the outdoor area and adventure playground. The club supports children with special educational needs and/or disabilities and there are inclusive facilities.

There are currently 15 children aged from four to 11 years on roll. The club employs three members of staff who work directly with the children; of these, two have appropriate qualifications in early years and two are working towards qualifications at level 3. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly and are happy and well cared for in this secure, inclusive and welcoming environment. Children make good progress in their learning, particularly in the areas of personal and social development. The good partnership with parents and the school ensures that the children's individual needs are effectively met. A particularly positive feature of the group is the way in which the older and younger children work and play together and help each other. Most of the required documentation is in place. The setting demonstrates a good capacity for continuous improvement and is aware of key areas for further development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a written record of complaints is kept and provided to Ofsted on request (Safeguarding and welfare). 11/10/2010

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

- evaluate the procedures for the storage of documentation to ensure that it is accessible to staff at all times

The effectiveness of leadership and management of the early years provision

Staff are very secure in their knowledge of safeguarding children and are fully aware of the procedures to follow should they have any concerns regarding a child in their care. Robust recruitment, vetting and induction procedures are in place to ensure the suitability of staff to work with children. Appropriate systems, policies and procedures to risk assess and safeguard children's health, safety and well-being are in place and are fully understood and followed vigilantly by all staff. Daily safety checks and risk assessments ensure the welfare and safety of all children, and children are proactive and included in assessing risks in their group.

The management team are very clear about the strengths of what is provided and areas they want to develop. They have well thought out action plans in place to support this and to reinforce good practice. While documentation is regularly reviewed by the committee, the complaints policy does not contain details about a complaints log and the setting does not have a complaints log in place. This is a breach of a welfare requirement. Staff regularly reflect on their practice and have addressed the actions set at a previous visit.

Resources are well maintained, clearly organised and are easily accessible to children which fosters their choice and independence. Staff actively promote equality and diversity in their practice to ensure all children have a good understanding of the way people live. The staff team have a good knowledge of the Early Years Foundation Stage framework. Some of the staff work in the school during the day and this provides continuity of care for the children and helps strengthen the close relationships that staff have with the children and their families. Parents see this as a real strength in settling the children into the club and report their high satisfaction with the care and education their children receive. They are kept well informed of how their children are progressing through regular formal and daily informal discussions with staff. Children comment that they are very pleased with what the club offers and say that they really enjoy coming.

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

Children are very happy and well settled. The staff team are caring and supportive, which enables children to feel safe and secure and form trusting relationships. Emphasis is placed on children learning through play, exploration and fun. There are ample opportunities for children to self-initiate play, and adults are skilful in encouraging children's independence knowing when to intervene and when to leave children alone in their play. A varied range of stimulating activities are available for children to choose from, which take into account children's different ages and stages of development. This ensures all children are able to participate in activities that they enjoy and, as a result, they make good progress in their development and are motivated to learn. They demonstrate good levels of

concentration and the relaxed, supportive atmosphere enables them to freely express themselves.

Staff provide a wide range of practical activities that enables children to explore, learn and play happily together. Key workers know the children well and use this knowledge and assessment information well to plan activities that generally build on what children already know and can do. As a result, children make good progress in all aspects of their learning and development.

Relationships are good and children enjoy the support of adults as they have opportunities to play board games or puzzles that help them consolidate their knowledge of numbers and shape. Snack time is a relaxed occasion where the children can interact with each other and adults to develop their personal, social and communication skills by enjoying their snacks together and discussing the events of the day or sharing their news. The children quickly grow in confidence and independence as they freely choose their own activities and resources. They are eager to help staff set out equipment at the beginning of the session and show good levels of independence as they access drinks or tidy away equipment. They respond well to the praise and encouragement of adults and older children as they help them with new activities or unfamiliar resources. They show good levels of concentration as they engage in imaginary play with their peers. Children learn about staying safe, fit and healthy as they enthusiastically join in outdoor physical activities such as parachute games on the field or imaginary games on the outdoor climbing equipment.

Children are taught about safety procedures through regular fire drills and the correct way to handle equipment. When asked what to do in the event of an emergency, they confidently reply, showing a good awareness and understanding of keeping themselves safe. Children develop appropriate skills for the future as they learn to cooperate, show care and consideration for each other and play harmoniously together. Children's behaviour is very good. Staff's consistent approach and clear explanation ensure children learn right from wrong and the consequences of their actions. This is helped through the use of visual symbols such as the simple display for rules for behaviour, although children need few reminders as children willingly share resources, take turns and behave well at all times.

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	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a written record of complaints is kept and provided to Ofsted on request (Procedures for dealing with complaints). 11/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

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