

Cabin Crew

Inspection report for early years provision

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Inspection date	06/10/2010
Inspector	ISP Inspection
Setting address	Sidegate Lane, Ipswich, Suffolk, IP4 4JD
Telephone number	01473 715151
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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

Cabin Crew registered in 1996 and is run by a voluntary management committee. It operates from purpose built premises located in the grounds of Sidegate Primary School in Ipswich. The premises are all on one level with easy access. The children have access to the group's own fully enclosed activity play area and to the school's playing field. The setting serves children and families from the local and surrounding areas.

A maximum of 48 children aged from four to under eight years may attend the setting at any one time. Children attend for a variety of the sessions on offer.

The setting opens each weekday during school term times. Sessions run from 8.am to 8.50am in the morning and from 3.pm to 6.pm in the afternoons. The setting operates from 8.30am to 6.pm, Monday to Friday, during school holidays.

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

There are 16 members of staff who work directly with the children, of whom, 15 hold an appropriate early years qualifications. The setting is a member of the Kids Club Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the group. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Children make good progress in their learning and development as they engage in a range of enjoyable activities which take account of their interests and learning needs. Effective partnerships with parents and teachers at the host school have been established, although external links with other providers of the Early Years Foundation Stage are still in their infancy. The group have met the recommendation from the last inspection and demonstrate a positive attitude and commitment towards continuous improvement. Staff are keen to improve current self-evaluation systems and this shows that the setting has a good capacity for further improvements to their practice.

What steps need to be taken to improve provision further?

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

- develop further the key person system and links with other providers of the

Early Years Foundation Stage in order to further support children's ongoing learning and well-being

- develop further the process of self-evaluation in order to identify the setting's strengths and areas for improvement.

The effectiveness of leadership and management of the early years provision

All staff in the setting have successfully attended safeguarding training, have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place to support the running of the setting. All policies and procedures are shared with parents are accessible at each session. Risk assessments are completed and cover all aspects of the indoor and outdoor learning environments. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have a visitors' book in place. All required documentation is complete, well maintained and available for inspection. The deployment of resources is good. For example, the environment is well organised, allowing the children to play and relax in comfort, whilst staff are successfully deployed to support the children's learning and development.

Parents are warmly welcomed and clearly feel comfortable within the setting. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met. The key person system works effectively during the out of school sessions, although, it has not been implemented fully during the holiday sessions. Parents speak highly of the setting's approach to meeting their child's individual needs and say that their children are very happy, settled and enjoy the range of activities that are provided. A parents' notice board ensures that parents and carers have access to information about the running of the group. For example, their registration certificate and public liability insurance are displayed whilst the setting's policies and procedures are available at each session. The manager and staff work successfully in partnership with teachers on the school site where the setting is based. However, links with external providers of the Early Years Foundation Stage have not yet been fully established.

Staff are motivated and passionate about their work and strive to improve their practice. They are enthusiastic and committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. The manager and staff are aware of the importance of evaluating the setting's strengths and areas for improvement and have introduced a self-evaluation system. However, this is still in the early stages of development. The manager and staff demonstrate a strong commitment to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Positive links have been established with the host school, although, links with other

providers of the Early Years Foundation Stage for children attending the holiday club have not yet been established. All staff attend ongoing training to ensure their knowledge and skills are updated. For example, priority is given to ensure that all staff complete their paediatric first aid and safeguarding children training. Consequently, children's care and well-being is fully supported.

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 and as a result, children clearly enjoy attending the setting. 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 information of each 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 setting 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-times are very sociable, and allow children to relax, chat with their peers and reflect on the day's events.

Children play very well independently and with their peers and are supportive of each other. Children are able to access a wide range of resources and also have opportunities to play outdoors. Children show great excitement as they play at the craft table. They roll, knead and cut play-dough with skill. They chat together about the shapes they are making and cooperate well as they share the equipment. They also delight in making a range of pictures using 'Hama Beads'. Children help to prepare their healthy snack of melon and satsumas and have good opportunities to develop their physical skills as they have daily access to the outdoor areas. They also enjoy cooking activities, construction play and accessing the computers. The staff encourage the children to take an active part in the running of the group, who actively complete the 'Wish List' for new equipment and share views and ideas about the activities in the group on the 'Ideas List'. Children attending the holiday sessions also enjoy a varied programme of indoor and outdoor activities. For example, they enjoy face painting, film making, cooking and making their own carnival floats. The group also welcomes visitors to the group such as a 'Magician' the police and fire service. They also enjoy themed days as they learn new skills in 'archery', 'tennis' and 'football'.

Children show good behaviour in the group and are polite, well mannered and show concern for each other as they play and interact. They develop confidence and self-esteem because staff give regular praise, encouragement and support. The 'club rules' are known to the children because they are involved in putting them together. Children know to 'always say please and thank-you', 'be helpful', 'be polite to staff, visitors and other children', 'think before speaking', and 'be honest'. Children's art work is beautifully displayed in the 'Art Gallery', which

demonstrates that children's work and achievements are valued. Children's knowledge and understanding of the world is enhanced as they access resources and equipment that is representative of diversity and as they learn about cultural festivals throughout the year, such as Diwali and Christmas. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children know that they must not leave the setting without an adult, inform staff before using the toilets and are reminded to play only in the designated outdoor areas. Children understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. They routinely wash their hands before snacks and after using the toilet. The setting fully promotes healthy eating and children are provided with a range of healthy snacks, such as tuna wraps, cucumbers, carrot sticks, melons, satsumas, bananas and grapes. Children also access drinking water throughout the session ensuring 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

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

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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