

Hampton Munchies

Inspection report for early years provision

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Inspector

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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

Hampton Munchies opened in 2001 and is run by a committee. It operates from a hall and classroom within the grounds of Hampton Junior School, Hampton. Children have access to a fully enclosed playground and garden for outdoor play. The club opens five days a week during school term times. Sessions are from 7.30am to 8.45am and from 3.00pm to 6.00pm. There is also a play scheme in the summer holidays. A maximum of 50 children may attend at any one time. There are currently 60 children on roll, of whom two are in the early years age group. The club also provides care for children aged eight to 11 years. Children attend for a variety of sessions before and after school. The club currently supports a number of children with special educational needs and children who speak English as an additional language. The club employs 10 staff. Of these, seven hold appropriate early years qualifications. The club has links with the adjoining school. Children who attend other schools in the immediate locality may also attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Hampton Munchies is inclusive and generally able to meet the needs of all children including those who have special educational needs or disabilities and those who are learning to speak English as an additional language. The manager and her team are very experienced and they evaluate the provision and their procedures regularly to identify what they can change so that they can provide the best opportunities for the children who attend. As a result the children make good progress and the club has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- be aware of the skills the children will develop through the activities they choose so that key workers can consistently assess the children's progress and identify the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The club has rigorous procedures for keeping children safe. All staff are vetted appropriately and they have been trained in safeguarding. Visitors sign in and when the children play outdoors they are well supervised. If a child has an accident or needs medication the staff complete records which are signed by parents at collection time so that they are always fully informed. All staff have first aid qualifications and the manager checks the premises before the start of each session to identify any hazard which could cause an accident. The risks of

escorting children to the premises from their schools are carefully assessed. The staff are especially vigilant about children's food intolerances. The children understand what to do in an emergency because they practise and talk about fire drills regularly. A password system is used if parents need to ask another adult to collect a child.

The manager embeds ambition well and she meets the staff team regularly to evaluate the provision and procedures, and to plan improvements, for example, increasing the amount of information required from parents when completing documentation. The club has improved since the last inspection. The complaints procedure has been reviewed and now meets requirements. The staff have developed their expertise by attending many training courses, for example, in behaviour management and raising children's self-esteem.

The manager and staff work extremely well with parents who are very happy with the provision and do not feel that anything can be improved. They like the extensive range of activities which are available for their children to choose from and they feel that the staff are very caring. The staff talk informally to parents about their children's progress and development at the end of sessions. They build up very good relationships with them because the children usually attend the club for a number of years. There are excellent systems in place to promote parental involvement. Parents can express their views about the activities which are available and how the club is run, through regular surveys and an annual meeting. They receive regular newsletters telling them about the children's activities, their menus and the club's special events. Parents can see information about the club's policies and procedures, staff qualifications and their responsibilities. They are invited in to talk to the children about the work they do in the community.

The staff work particularly closely with parents whose children need additional support so that they are completely included and make very good progress. The staff also work closely with the adjoining primary school and the other schools the children attend. For example, when the staff collect the children from their teachers they talk to them about the children's day in school. This helps the staff to know the needs of all children well, and it also helps the teachers to pass on information to parents they do not see at the end of the school day.

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

Older and younger children play very well together so that the younger ones develop their confidence. The children develop their sense of responsibility because they have a committee through which they all make decisions about how they want their club to run. They share and concentrate well on tasks such as building a den. There is a very good variety of toys for the children to choose from and they are easy to reach. The children enjoy dressing up, playing board games and solving puzzles. They develop good creative skills, for example, by using scissors and drawing. Many of the activities link well to celebrations of festivals. For example, at Halloween they made spiders and spiders' webs, and at Chinese

New Year they made a large dragon. The children are proud of their art work which is displayed in the classroom. The children have a reading area with a good selection of books including ones which reflect the diversity of their world. They learn to write their names well by labelling their pictures and they develop good speaking skills by preparing presentations for their friends about festivals and celebrations. Boys are especially motivated by playing with the toy garage and castle. Girls enjoy threading beads and making jewellery.

The children have an excellent understanding of the importance of a healthy lifestyle. For example, they talk about healthy eating during their weekly cooking sessions when they bake bread and make fruit salad and smoothies. They can explain how they avoid infection by washing their hands regularly. The children count and talk about quantities when they play with toy money in their role play shop. They particularly enjoy spending time in the music room where they play instruments and listen to a wide range of music, often connected to a special festival or celebration. Outdoors the children develop very good physical skills by riding scooters and playing team games. They learn about plants by growing and tasting a range of fruit and vegetables. They also talk about caring for their environment and the importance of recycling. The children can do their homework if they wish to and they can attend other clubs run by the school. The children develop a very good understanding of working together through their involvement in their community. For example, they held a Victory in Europe Day party for local residents. The children learn about different festivals such as Diwali when they draw patterns on hand shaped templates. They play with dolls and puzzles which gives them a very good understanding of diversity and staff promote positive images by displaying photographs and pictures.

When children start coming to the club parents provide detailed information which helps the staff to know what activities to provide to interest the children. New children have a buddy who helps them to settle in and to understand the routines of the club. The staff plan an exciting range of activities for the children but they do not always plan which skills the children will develop through each activity.

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	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

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	1
The extent to which children make a positive contribution	1
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