

Marty's Club

Inspection report for early years provision

Unique reference number

EY246630

Inspection date

09/11/2010

Inspector

Jan Burnet

Setting address

English Martyrs Church Hall, High Street, Hillmorton,
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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

Marty's Club opened in 2002 and operates from the English Martyrs Church Hall, Hillmorton, Rugby. The club is open term-time from 3.30pm to 6.00pm Monday to Thursday, and from 3.30pm to 5.15pm on a Friday. Holiday care is available, but operates as demand dictates. All children have access to a secure enclosed outdoor play area. There are steps to the main entrance.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Registration is for a maximum of 30 children under eight years at any one time and all may be in the early years age group. There are currently 30 children aged from four to 11 years on roll. Of these, 16 are under eight years and four are in the early years age group. Children are collected from three local primary schools.

A team of four staff care for the children. The manager holds a Level 3 qualification and a staff member is qualified to Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff demonstrate a sound understanding of the Early Years Foundation Stage. They promote children's care needs satisfactorily, although legal requirements are not fully met. Children's individual developmental needs are generally met, but effective systems are still being developed. Staff ensure that all children are valued and included. The manager is aware of strengths and areas for improvement and is beginning to use this awareness to review practice in order to support the development of children's care and learning appropriately.

What steps need to be taken to improve provision further?

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

- make sure that a named deputy is able to take charge in the absence of the manager (Suitable people) 10/01/2011

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

- improve systems for the organisation of the setting to include effective procedures for evaluation and for identifying improvement
- improve opportunities for children to gain an awareness of diversity
- develop systems for ensuring that the provision compliments the education that children receive in other settings, make sure that assessment informs planning for individual children, and improve opportunities for children to explore, investigate and develop creatively

The effectiveness of leadership and management of the early years provision

Children's safety is satisfactorily addressed because the premises are safe and secure and a risk assessment has been recorded. A safeguarding policy is included in the prospectus for parents and a copy of the Warwickshire Safeguarding Children Board procedure is displayed. Staff have up-to-date knowledge of the procedure as they have attended training. Staff are aware of their responsibilities with regard to supervising children in their care. Necessary checks have been completed and they ensure that children are never left unsupervised with a person who has not been vetted. During the summer term the deputy and two other staff with Level 3 qualifications resigned. The providers have been unsuccessful in recruiting a suitably qualified person as a named deputy and therefore potentially children's welfare is compromised because the requirement to ensure that a named deputy is able to take charge in the absence of the manager is not being met.

The manager has begun to complete the Ofsted self-evaluation form, although the views of the providers, staff and parents have not been included. At the time of the last inspection four actions and four recommendations were raised. The providers and manager have satisfactorily addressed actions that link to information that must be obtained from parents on parental responsibility. Early years children are now assigned a key worker and a culture of reflective practice is being developed. Planning and providing experiences appropriate for each child's stage of development is being addressed. Recommendations have not been fully addressed. The provider was asked to make sure that the provision compliments the education and care that children receive in other settings. A 'home book' is being used to pass general information from school to parents, but detail on learning is not being shared. Staff were asked to ensure that children's creativity and knowledge and understanding of the world is promoted effectively, but opportunities for children remain limited. Systems for obtaining, recording and using information from parents have been developed, but admission detail still does not identify ethnicity, religion or home language and opportunities for children to gain an awareness of diversity remain limited. The manager identifies the help received from local authority advisors in securing improvement and that future plans for improvement are to develop children's assessment folders, introduce a parent questionnaire and to renew resources.

A prospectus for parents contains policies that include complaints, equal opportunities, safeguarding, behaviour management, illness, a lost child and a child not collected at the agreed time. Information is also clearly displayed. In discussion, parents of early years children are very happy with the service provided. They identify that information was shared during planned visits and that they were given copies of policies and procedures.

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

The key person for early years children has a sound knowledge and understanding of how children learn and develop. As a result, children are making progress in their learning. Parents initially complete an 'All about me' sheet with their child that includes favourite book, toy and rhyme, family members and what the child enjoys doing. Each child has made a drawing around their own hand and has inserted drawings of their favourite things, thus enabling the key person to identify their interests. Drawings include rabbits, cats, books, sunshine and large physical play equipment. The key person is using the Early Years Foundation Stage guidance to track children's progress. However, assessment systems are at a very early stage. Detail from parents and other providers is not being used to inform planning, except for the initial information sheet. Potentially this has an impact upon the progress that children make.

Children enjoy appropriately challenging experiences across some areas of learning, but opportunities for children to choose and explore and investigate different media and materials are limited. A four-year-old child talks enthusiastically about her pink diary that she will write in after tea. A table is set aside for the key person to sit with her small group and she invites them to make entries in their books. Each child enjoys drawing pictures and colouring them in, writing words, and talking with their worker about what they had been doing during the day at school. She talks with children about colours and draws groups of dots for a child who then counts them and labels them with a number.

Children are settled and secure. Their independence is promoted sufficiently as they address their own personal hygiene needs and can choose and select toys from a cupboard. Children's social skills develop as they play with, or alongside, other children aged from four to 11 years. They behave well and readily share and take turns. Relationships between the staff and children are positive. Children eat healthy food and learn good hygiene practices. They learn how to keep themselves safe, for example, road safety as they walk to the club from school.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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