

ABC Extra

Inspection report for early years provision

Unique reference number

EY411314

Inspection date

29/11/2010

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

ABC Extra Out of School Club, is a privately owned and managed setting. The club opened in 2010 and is registered by Ofsted on the Early Years and Childcare Registers. It operates from an existing pre-school building adjacent to Swalecliffe Community Primary School and the local Children's Centre in Whitstable, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area. The out of school provision is open each weekday from 8am to 8.50am and 3pm to 5.30pm during school term times. The holiday club is open during school holidays from 8.30am to 4pm.

A maximum of 26 children may attend the club at any one time. There are currently 37 children roll, 15 of whom are in the early years age range. The group supports children with special educational needs. Children come from the local and wider community.

The out of school club employs seven staff, with the majority holding appropriate early years qualifications. Three members of staff are currently working towards a qualification. The setting receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the staff team work well together to promote the welfare and learning needs of each child. The setting is secure and children can play within safe boundaries. The partnerships forged with other professionals and parents contribute well to promoting children's unique needs. The group's capacity to maintain continuous improvement is generally good. The strengths of the provision are evident with any areas for development underway to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the daily record of the names of the children looked after on the premises and their hours of attendance is clearly recorded (Documentation) (Also applies to both parts of the Childcare Register)
- 14/12/2010

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

- strengthen the use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review to improve the outcomes for children

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted through the procedures in place that help to keep them from harm. For example, adults understand child protection issues and how to implement procedures. Updated training is maintained wherever possible for all staff and a range of guidance is available to refer to in the event of a concern. Only adults who are appropriately vetted and suitable to work with the children are able to do so. This helps to ensure that children's welfare remains the group's priority.

The premises are safe and secure and risk assessment underpins the daily practice that helps to ensure children's safety wherever they play. A good set of policies and procedures are evident and the required records are all in place. The daily registers do not fully demonstrate children's hours of attendance, which partly breaches requirements. However, the provider is clear about how this will be immediately rectified, which means the risk to children's welfare is greatly reduced.

The provider has very clear aims in place to promote the outcomes for children. This vision is shared with staff, parents and children to promote the welfare and learning needs of all the children attending. This commitment to continuous improvement, therefore, has a positive impact on the outcomes for children. Children benefit from a very good range of toys, resources and experiences that build on their starting points and enable them to make good progress. Staff deployment is effective and the ongoing professional development of all staff is promoted well. This helps to promote effective provision for the children attending.

Equality and diversity is embedded throughout the provision. An effective policy underpins practice in promoting equality, human rights and challenging any discrimination. The progress of all children is well promoted and the group is fully inclusive to the needs and wishes of parents. The learning environment is available to all children helping them all progress to the best of their ability.

The self-evaluation process is generally good. The Ofsted document was not available at the time of inspection although other systems in place are effective. For example, the views of children, parents, staff and external professionals are evident. Recent developments include improving the outdoor area and implementing new resources requested by the children. These include smaller building blocks, cooking activities and making Christmas decorations. A clear plan of action includes improving the systems for observation and assessment and providing child protection training for new staff. These measures promote effective and meaningful outcomes for children.

The setting works with other services and settings effectively. For example, information is shared between the club and the school to promote smooth

transitions for children at the start and end of each day. Children's progress is shared daily including staff passing on regular written observations of their achievements. This promotes continuity of care and learning between settings.

The partnership with parents is good. Parental views are sought and acted on and the starting points for each child are obtained upon entry. Good information sharing promotes children's needs and interests. Parents are very happy with the service provided and feel the staff are approachable, friendly and ensure their children are well cared for. The partnership helps to ensure that children's individual needs are met.

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

Children enjoy very good relationships with staff who promote their learning and development well. The use of effective questioning helps children to think and respond in a range of situations. Staff encourage children to be independent and responsible as they play together and follow routines. The quality of the learning environment is good and children can access a wide range of toys, experiences and resources, which cover all areas of learning. This helps them to make good progress. A very good range of planned and spontaneous learning extends children's interests and current abilities. Children enjoy coming to the club and staff are very attentive, ensuring their emotional and social needs are well promoted.

Children enjoy sustained discussions with staff and one another. They are able to engage in various mark making opportunities and have easy access to a good variety of books and environmental print. This promotes their communication, language and literacy skills effectively. Children enjoy discovering how things operate. For example, turn taking games and programmable toys and resources enables them to problem solve and discover how things work.

Children enjoy exploring indoors and out. For example, some enjoy construction activities or making Christmas paper chains indoors while others prefer outdoor play. This is available in all weathers and children wrap up warmly to take part in games and use the equipment provided. This promotes their physical development and helps them to unwind after their school day.

Children use a good range of role play resources to engage in pretend play. For some can be heard to make comments, such as, 'I've got a driving licence' as they pretend to drive cars, while others explore the 'North Pole' area. Staff are quick to provide realistic resources to extend learning, for example, as they introduce real vegetables for children to cut up or clothing to put in the toy washing machine. These experiences help children to recreate real life experiences through their play.

Observational assessment is used from when children first join the provision with clear starting points noted for every child. Regular written observations are shared

with parents and the school and are used to inform future planning along with children's own ideas through 'my favourite things' sheets. The setting builds on themes implemented by the school to promote children's current interests. The setting provides good support for children with special educational needs and plans a meaningful range of activities to meet the individual needs of all children.

Children learn about keeping safe, for instance, through being actively involved in writing the club rules. They learn to use equipment safely, for example, using safety knives to chop vegetables. This enables them explore and learn and safety. Children demonstrate a clear sense of belonging within the club. This is evident through the warm relationships they share with staff and each other and a reluctance to leave at the end of the session. This means they feel safe and secure within the setting.

Children's good health is promoted effectively. They are independent with tasks, including preparing their own healthy snacks and learning about fresh produce and why this is good for them. This helps them to develop a clear awareness of healthy eating. Effective hygiene routines and procedures for children with infectious illnesses help to prevent the spread of infection.

Children behave well because they are continually occupied in purposeful activity. Staff are good role models who set realistic boundaries and show warm respect to the children attending. In return, children are polite and respectful towards staff and one another. The behaviour management strategies in place promote children's welfare effectively.

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:

- Take action as specified in the early years section of the report (Records to be kept) 14/12/2010

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:

- Take action as specified in the early years section of the report (Records to be kept) 14/12/2010