

Rebecca's Out of School Club

Inspection report for early years provision

Unique reference number EY410379
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Inspector Loraine Wardlaw

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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

Rebecca's Out of School Club opened in 2010. It operates from rooms in Scantabout Primary School in Chandler's Ford, Hampshire. It is one of two settings owned by a private individual. Access to the building is good and toilet facilities are easily accessible. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local area.

The club is registered to provide care for 18 children from four years to eight years. Of these, 10 may be in the early years age range. There are currently 13 on roll, four of whom are in the early years age range. The setting opens from 7.45 am to 8.50 am for Breakfast club and from 3.20 pm until 6.00 pm for the After school club. The group opens from Monday to Friday during school term time. Three staff work with the children including the owner/manager. Two have a recognised level 3 qualification in early years and the owner/manager is working towards level 3 in play work. She also holds a level 2 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy and well-motivated at the after school club; overall their individual needs are successfully met. The knowledgeable staff are skilled at building on children's learning skills within a culture of fun and play. A key strength of the setting is the excellent relationship the staff have forged with on-site Early Years Foundation Stage practitioners. Staff at the newly registered setting are self aware and are continuously evaluating and developing their practices to benefit the children who attend.

What steps need to be taken to improve provision further?

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

- make a record of risk assessment for all areas used by children, clearly stating when it was carried out, by whom, date of review and any action taken following a review or accident (Documentation) (Also applies to both parts of the Childcare Register) 10/01/2011

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

- extend resources and develop a rich and inviting play environment for the children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well because there is good emphasis on child protection. All staff understand and are able to implement the very good procedures which are in place. For example, staff carry around on a key fob a small set of laminated cards of bullet point procedures, so they are secure in their knowledge. Robust vetting and recruitment systems are carried out by the owner, which ensures that all staff hold an early years qualification and a clear criminal records bureau check. Young volunteers are supervised well by the staff and are never left alone with children. Good opening and closing checks take place every session to ensure the rooms used are safe for children but written risk assessments do not fully meet the legal requirement for documentation. The club staff organise the environment so children can make some choices in their play, but overall the play environment is not rich, inviting and well resourced. However, because staff use their skill and knowledge of individual children, expertly, this weakness is not impacting on children's play and learning.

Very good systems are in place to ensure staff are aware of children's care and play needs. Parents speak positively of the setting; of the friendly communicative staff who swiftly inform them when the club is closed in bad weather and of how much their children enjoy their time at the club. An extremely rigorous three-way system is in place to liaise with the Early Years Foundation Stage practitioners in the school and parents. This ensures children receive effective continuity of care and learning by the successful sharing of relevant information including observational assessment. The manager and staff work as a cohesive team and consistently evaluate their practice to ensure they meet children's individual needs. This includes an on-line Ofsted self-evaluation form which all staff contribute to. Points for improvement have been identified such as using the newly awarded grant to purchase more resources, storage units and developing the play environment. Practitioners are experienced and qualified to support children with special educational needs/disabilities and demonstrate good knowledge on how they would support children learning English an additional language.

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

Children relish their time at the out of school club because staff are highly receptive to their play and care needs. It is a busy 'buzzy' club where each individual child initiates their own activity according to their play preferences and whereby staff are instantly on hand to give support and guidance to them as necessary. The staff's knowledge of good early years practice shines through because they are skilled at purposefully interacting with young children to build on children's knowledge and skills. They complete good observational 'snap shots' of the children at play so they know exactly where children are in their development towards the early learning goals. Staff discuss with year R teachers their observations and use information shared on observational assessment to weave

children's next steps into the routines of the club and their play activities. For example, they focus on children's personal, social and emotional development at snack and tea-time encouraging children to communicate politely for what they would like to eat. When children spontaneously count the bites of fruit they are eating using their fingers staff promote calculating by encouraging children to say how many more there would be if they had one or two more bites. Staff ensure that children learn and respect cultures and traditions such as making poppy iced biscuits which encourages them to talk about and remember those who died for our country.

Children are able to freely use their imagination at the club at the creative table; they make presents for siblings and wrap them up, talking all the time with the practitioners about their creations. They act out their experiences by using scissors and paper to make wings. Children contently ask the adults to stick it to their backs and go about the room flapping their arms pretending to be a fairy. Children have opportunities to look at books and to dress up but these resources are not organised in an attractive and inviting way to effectively promote these play activities. Children are able to make a positive contribution to the club. Their many ideas are listened to by the staff who swiftly put into place their needs and wants. For example, they have a rota for many of the routine tasks that take place, such as washing and drying up the tea plates. Children are learning good hygiene practices and how to keep healthy. Outdoor play is an integral part of each session; children wrap up warmly and explore the outdoors and frosty darkness using torches, talking to the adults about what they can see. They understand why it is important to wash your hands before eating and to cover your mouth when coughing because staff talk to them about it all the time. Children who generally make unhealthy food choices are expanding on the healthy foods they eat. Tomatoes, cucumber and apple are on offer and children eat these before they have a biscuit after their busy day at school. All children know the rules of the club because they have been discussed and agreed by them. Staff take opportune moments to talk about the safety and behaviour rules which children are keen to recite. For example, during the social and communicative tea-time four-year-old children say one of the rules is 'keep your hands and feet to yourself'. Children behave extremely well because they are happily engaged in their play. They receive very good praise and recognition for their activities and staff are very good role models. Good strategies are in place to promote positive behaviour such as the 'star of the day' award. All children and staff do a drum roll using their hands on the table and await with anticipation the name of the child who has demonstrated good play and learning skills.

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	3
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	1
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: Met

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