

Club 4 U

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).

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

Club 4 U registered in 2006 and is run by a voluntary management committee. It operates from two mobile buildings in the grounds of Eastfield Infant and Nursery School in St.Ives, Cambridgeshire. The setting provides before and after school care, playgroup sessions and runs during the holidays. Children have access to a secure outdoor area and to the school's playing fields. The setting serves children and families from the local and surrounding areas.

In the out of school club a maximum of 40 children from three years to under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight to 11 years. There are currently 76 children on roll. Of these, seven children are within the early years age group. Children attend for a variety of the sessions on offer. The playgroup sessions operate Monday to Thursday from 9am to 11.30am. The before and after school sessions run Monday to Friday from 8am to 9am and from 3.15pm to 6.15pm, during school term time. The setting also operates during the school holidays and is open Monday to Friday from 8am to 6pm.

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 ten members of staff who work directly with the children. Of these, five hold an appropriate level 3 qualification in early years whilst two staff hold level 2 early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children share warm and friendly relationships with staff and their peers and as a result they are happy and confident at the setting. They 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. Staff work well as a team and strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Priority is given to safeguarding children and safety measures and practices are largely thorough. Successful partnerships with parents and the host school have been established so that children's needs are fully supported. Managers and staff demonstrate a very positive attitude and a good commitment towards the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- extend risk assessments so that they cover everything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding and ensuring the well-being of the children. Effective recruitment and vetting procedures, including successful measures for the induction of new staff, ensure that children are well cared for. All staff have a clear understanding of child protection procedures and are aware of the possible signs and symptoms of abuse and know who to contact should they be concerned about a child in their care. Staff routinely verify the identity of all visitors and have effective actions in place for the safe arrival and collection of children. Written fire procedures are in place and staff ensure that regular fire drills are completed. Managers and staff have a good understanding of health and safety issues and have written policies and procedures in place. Risk assessments are completed regularly; however, the daily risk assessments do not cover everything that a child may come into contact. This specifically refers to unguarded convector heaters and the security of external gates. Consequently, these risks have not been thoroughly recorded although children are safeguarded well as staff are visible and supervise the children. The deployment of resources is good. For example, staff are effectively deployed to support the children's learning and welfare and make good use of space, despite using a shared building where they have to set up and clear away at the beginning and end of each session.

Staff are positive role models, work well as a team and strive to provide a service which supports children's interests and encourages them to have fun. Staff are enthusiastic, warmly interact with the children during play and respond effectively to their individual needs. As a result of this, children feel safe and secure. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting, where all children are welcome regardless of their background. Managers and staff are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. For example, they use their self-evaluation system and feedback from parent questionnaires to monitor and evaluate the quality and standards of the setting. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. Consequently, children's care and well-being are further enhanced.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents and staff. The daily exchange of information ensures that children's changing needs are consistently met, particularly for those children with special educational needs and/or disabilities and those who speak English as an additional language. Parents have access to information about the running of the setting. For example, their registration certificate and public liability insurance are displayed. Policies and procedures are made available for parents to see at any time. Staff have developed positive relationships with other early years professionals and the host school, which contribute to the ongoing continuity of care for all children. Parents

speak highly of the setting and commented that their children are happy, settled and enjoy a wide range of activities.

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

Children benefit from a welcoming environment and from the staff's caring and friendly manner. Staff genuinely enjoy their roles and responsibilities and spend quality time interacting and supporting children. Consequently, children clearly enjoy attending the setting and achieve well. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. On admission to the setting all required documentation is completed which records children's individual needs and, as a result, children are cared for according to their parents' wishes. Staff know the children very well as they observe and assess the children as they play and use information gained to support children's individual needs and interests. Staff have introduced 'learning documents' for all children within the Early Years Foundation Stage. They capture a child's achievements through both written and photographic evidence. Feedback from children during the inspection was very positive.

On arrival at the setting children receive a very warm welcome from staff who encourage children to initiate their own play. Children are fully aware of what equipment is available and ask staff for help in setting up activities. One group of children choose to access the home corner. They chat happily together whilst sharing the equipment. Another group of children concentrate as they play dominoes. Afterwards, children sit at the snack table to relax and chat together about the day's events. They play well independently and with their peers and show respect as they share and take turns. At another table there is great excitement and laughter as children play a game of snakes and ladders. They take turns and cooperate well as they remind each other of the rules of the game. Children are developing an understanding of diversity as staff encourage positive, open discussion about people's similarities and differences and as they celebrate cultural festivals throughout the year. They relish being in the fresh air and enjoy a range of physical play opportunities, such as skipping, using bats and balls, playing football and pedalling bikes. There is also an array of beautiful photographs displayed around the base room which demonstrate children's involvement in a wide range of activities, from clay modelling to jewellery making. Children attending the holiday sessions also participate in a wide range of exciting activities. For example, they enjoy treasure hunts, obstacle courses, cooking activities and bug hunting in the spinney. They visit the local park, library and local shops to buy ingredients to make vegetable soup. They also enjoy swimming activities as they access a local school's swimming pool facilities.

Children are polite, well mannered and show concern for each other as they play and interact together. They develop good levels of confidence and self-esteem because staff give regular praise, encouragement and support and, as a result, their behaviour is positive. They are aware of and implement the setting's 'Golden Rules', which include, 'care for and respect everyone', 'be safe', 'respect our

environment' and 'have fun'. Children's contributions within the setting are fully recognised and their sense of belonging is fostered very well. For example, through the 'Children's Council' all children are able to put forward their ideas and views of what changes they would like to see in the setting. The most recent vote by the children was to purchase a sandwich toaster. Good hygiene procedures and practices ensure that children are kept free from infection. For example, hand washing routines are well established and help children develop good habits effectively. The setting promotes healthy eating and children have free access to a range of fresh fruit during the session and at the snack time they enjoy buttered fruit bread and toast. They also engage in discussion with staff about what foods are good for them. Drinking water is available to the children throughout the session, ensuring they remain hydrated. Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded to walk indoors and that they must not leave the room without telling a member of staff. They understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills.

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