

Graitney Club

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

Graitney Club registered in 2006. It is a privately owned provision and operates from Crawley Ridge Junior School in Camberley, Surrey. Children have access to a self-contained building with cloakroom facilities in the grounds of the school. There is a safe outside area available for play, including the school playing fields and all-weather tennis courts. The club opens Monday to Friday during school term times from 8am to 9am and 3pm to 6pm. It serves families of children attending both Crawley Ridge Junior and Infants schools. Children attend for a variety of sessions.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children aged under eight years may attend the club at any one time although it accepts children up to the age of 11 years. There are currently two children in the early years age group, and 38 older children on roll.

There are four members of staff, three of whom hold early years qualifications to at least level two.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and relaxed in a welcoming environment. Staff acknowledge them as individuals and treat them with kindness. Children generally have their learning and welfare needs met although some aspects of these are not fully developed. There are some omissions with regard to documentation, which does mean that not all specific legal requirements have been met. The club's use of self-evaluation and reflective practice is not yet fully effective and consequently its capacity to maintain continuous improvement is satisfactory.

What steps need to be taken to improve provision further?

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

- request written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 21/02/2011
- ensure the record of the risk assessment clearly states when it was carried out, by whom, and the date of review (Documentation). 21/02/2011

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- support the development of independence skills, for example at snack time
- develop a balance between indoor and outdoor play, and offer a wider range of resources outside on a daily basis
- follow the guidance set out in the publication 'What to do if you are worried a child is being abused - Summary'.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are generally appropriate. Staff have a satisfactory understanding of issues relating to child protection and some have attended relevant training. They ask parents about any pre-existing injuries children arrive with but do not maintain written records of these to ensure guidance set out in the publication 'What to do if you are worried a child is being abused' is fully complied with. The registered person has systems in place to ensure the initial and ongoing suitability of the staff working with children. Most required documentation is maintained appropriately. However, records of risk assessment lack some necessary detail as they are not dated or signed. Also, there is no evidence to show that the club has requested written parental consent to seek emergency medical advice or treatment for all children. This is a specific legal welfare requirement, the lack of which could compromise children's health and safety. Completion of a formal self-evaluation of the club is underway. However, existing systems are not sufficiently robust to accurately identify all areas of weakness and the action needed to secure improvement.

Children are accommodated in a safe, clean and well-maintained environment. It is a very welcoming room on account of the many lovely examples of children's artwork and it is clearly evident that they have had a lot of input into the presentation. Children can help themselves to a good selection of play materials that are arranged to be easily accessible. This encourages them to make their own decisions about what they do. Staff are aware of their roles and they work together as team.

Children are treated as individuals. They help themselves to the different resources and activities on offer, some of which reflect positive images of social diversity. They learn about the wider world through the creation of displays relating to other countries and they are introduced to different festivals and traditions, including those celebrated by members of the staff team. Useful information about children is sought from parents via admission forms. However, due to a breakdown in communication, these are not stored on site and are therefore not readily accessible to staff, should they need to refer to them.

Parents and staff chat informally when children are dropped off or collected. Parents can view the club's written policy statements and they sometimes receive

newsletters. Parents indicate that they find staff approachable, that the club is a help for working parents and that they appreciate the flexibility that is available to them, for example in respect of pick-up times. They feel that their children are happy. Staff deliver infant school children to and collect them from their classrooms, which means that they are able to chat informally with the children's teachers. Thus, links for partnership working and channels of communication are generally satisfactory.

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

Children display a sense of security and confidence, both in their surroundings and in the staff caring for them. They enter happily, settle quickly and approach adults and other children freely and engage in conversation. Consequently, relationships are good. Children have the confidence to make their own selections from the different resources on offer and they remain involved in those that engage their interest. Art and craft activities are a particular favourite and the many attractive displays of children's artwork, shows off to good effect, their clear artistic talent. Staff willingly join in with children's play. A suggestion that everyone should make paper aeroplanes results in most children participating and using the different materials available to decorate them. They then go outside to have a go at flying them. However, outside play is not a regular feature of the afternoon routine and children do not always have access to a wide range of resources outdoors. This means that they do not benefit from good opportunities to be physically active and spend time in the fresh air, especially after a busy day at school and they are also unable to investigate resources outside that reflect all areas of learning. Staff have started to maintain a record book for each child in the Early Years Foundation Stage showing their achievements and progress in each area of learning. These are at an early stage of development.

Staff remind children of the need to wash their hands when they arrive at the club in readiness for snack time, which helps minimise the potential for the spread of infection. Children are offered healthy options to eat. However, the snack time routine is not sufficiently well organised to promote children's independence and encourage them to gain useful skills for future life. They do not pour out their drinks and are not invited to spread butter on their crackers. Staff do all of this for them and this has the added consequence of children having to sit and wait for a fairly lengthy time. Staff supervise children carefully and set clear boundaries, for example, for the walk down to the school playground. Children regularly take part in fire drills, which helps them learn how to keep themselves safe.

Children behave well and have their self-esteem fostered through praise and encouragement. Staff provide support, where necessary, to help children understand the need to take turns with some favourite resources, such as electronic games. The club participates in different national out of school care competitions and children have submitted poems and pictures to these, with some success.

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

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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