

Skylarks Breakfast, After School & Holiday Club

Inspection report for early years provision

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Inspection date	18/01/2011
Inspector	Janet Keeling
Setting address	Guildhall Feoffment Primary School, Bridewell Lane, Bury St. Edmunds, Suffolk, IP33 1RE
Telephone number	01284 716493
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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

Skylarks Breakfast, After School and Holiday Club registered in 1998 and is run by a voluntary management committee. It operates from Guildhall Feoffment Primary School in Bury St Edmunds. The club provides before and after school care and runs during school holidays. Children have access to a secure outdoor area. The club serves children and families from the local and surrounding areas.

A maximum of 32 children from four to under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight to 11 years. There are currently 129 children on roll. Of these, 16 children are within the early years age group. Children attend for a variety of the sessions on offer. The club is open Monday to Friday from 8am to 8.45am and from 3.15pm to 6pm during school term times. Holiday sessions operate Monday to Friday from 8.30am to 6pm. The club is able to support children with special educational needs and/or disabilities, and children for whom English is an additional language. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff who work directly with the children. Of these, seven hold an appropriate level 3 qualification in early years and two hold a level 2 qualification. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the club. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Children 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. Priority is given to safeguarding children and risk assessments are mostly thorough. Effective partnerships with parents and teachers at the host school have been established and staff ensure that children's individual needs are fully supported. The manager and staff demonstrate a positive attitude and good commitment towards sustained and continuous improvement of the club.

What steps need to be taken to improve provision further?

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

- extend risk assessments further so that they cover everything with which a child may come into contact, this specifically refers to the stacking of chairs in the dining hall

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children. Effective procedures for the recruitment and vetting of staff are in place, ensuring that children are cared for by suitable people. All staff have a good understanding of child protection procedures, are aware of possible signs and symptoms of abuse and know who to contact should they be concerned about a child in their care. The manager and staff have a good understanding of health and safety issues and have written policies and procedures in place to support the running of the club. However, while risk assessments are completed regularly they do not clearly demonstrate how all identified risks to children are minimised. This specifically refers to how chairs are stacked in the dining hall. Staff are deployed well, however, to supervise children well. Written fire procedures are in place and staff ensure that regular fire drills are completed. Staff routinely verify the identity of all visitors and have a visitors' book in place. The deployment of resources is good. For example, staff are successfully deployed to support the children's care, safety and well-being and make good use of space and resources, despite using shared facilities.

Staff are enthusiastic, motivated and work well as a team. They have a good understanding of their roles and responsibilities and have addressed the recommendations made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. For example, they monitor and evaluate the quality of the provision through their self-evaluation system and through feedback from children and parents. Currently, the manager is looking at ways to improve the storage of children's coats and personal belongings. Methods to promote equality and diversity thread through the club, this is successfully achieved through activities, access to equipment that is representative of diversity and through open discussion between staff and children. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. For example, all staff have completed their paediatric first aid and safeguarding training. Consequently, children's care and well-being are further supported.

Staff demonstrate a clear commitment to working in partnership with parents, and as a result partnerships with parents are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the 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. A parents' notice board ensures that parents and carers have access to information about the running of the club. For example, their registration certificate and public liability insurance are displayed. The club's policies and procedures are accessible to parents at each session. Parents speak highly of the club and say that their children are very happy and enjoy their time at the club. The manager and staff have also developed very positive links with teachers at the host school and other settings.

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

Children benefit from a welcoming environment and from the caring and friendly staff who spend time interacting and supporting them as they play. On admission to the club all required documentation is completed which records children's individual needs. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff know the children very well. They observe and assess the children as they play and use information gained to fully support their ongoing learning and development. Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. When asked, children said that they enjoy attending the club and have lots of toys and resources to play with.

On arrival children receive a warm welcome from staff and access a range of activities and games that have been put out in readiness for them. This allows children to make choices about their own play. Children are also very aware of what equipment is available and confidently seek help and support from staff when setting up activities. One group of children choose to make bracelets and chains with brightly coloured beads, while another group sit quietly drawing and colouring pictures. Another group of children confidently sing with microphones and have fun as they dance to the rhythm of the music. Children play well independently and with their peers and show respect for each other as they share and take turns. The children are very aware of other's needs and offer support when needed. Children's understanding of diversity is supported as they access books and resources that are representative of diversity and they learn about and celebrate cultural festivals throughout the year. To celebrate Diwali they made patterns using henna and during Chinese New Year they made dragons. Children have good opportunities to develop their physical skills and have daily access to the outdoor areas. They relish being outdoors and cooperate well while playing team games. Children skilfully use skipping ropes and stilts and also enjoy the challenges of the sunken tyres. Children attending the holiday sessions also enjoy a wide range of activities, including visits to the local park, cinema, swimming baths and ten pin bowling.

Children's behaviour is good. They behave in a manner that is supportive of their learning and develop confidence and self-esteem because staff give regular praise, encouragement and support. They are fully aware of and respond positively to the club's Golden Rules, which are clearly displayed on the notice board. These rules include, 'do be honest', 'do be kind and helpful' and 'do not hurt people's feelings'. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and to walk indoors. They are aware of what to do in an emergency as they regularly engage in emergency evacuation procedures. Children's understanding of good hygiene practices are reinforced throughout the sessions as they routinely wash their hands before snacks and after using the toilet. Healthy eating is promoted well as children access a range of

healthy snacks and also engage in activities which promote their understanding of nutrition. For example, children enjoy making fresh fruit salad. Drinking water is also readily available to the children throughout the session, ensuring they remain hydrated.

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: Met

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