

Club Energy

Inspection report for early years provision

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EY290379

Inspection date

25/10/2010

Inspector

Cathy Hill

Setting address

Velmead Junior School, Velmead Road, Fleet, Hampshire,
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Telephone number

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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

Club Energy opened in 2004. It operates from rooms in Velmead Junior School in Fleet and the school hall in Fleet Infant School on the same site. It serves families from the local community and surrounding villages. The playscheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It can care for a maximum of 80 children between the ages of four to eight years at any one time. The setting also accepts children up to the age of 12 years. There are currently 14 children attending within the early years age group. Children attend for a variety of sessions. The setting has experience of caring for children with special educational needs and/or disabilities and for those who speak English as an additional language. The playscheme opens five days a week during school holidays. Sessions are from 8.30am until 5.30pm. There are two full-time, qualified members of staff who work with the children and additional staff are employed to meet required ratios for the number of children attending.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and enjoy themselves at the playscheme where they relax and play with others. Staff are aware of their roles and responsibilities and work very effectively together to organise a welcoming environment for children. All children are positively included in playscheme activities and staff treat all children with equal concern and are attentive to their individual needs. A generally good range of detailed information is in place to support practice, although there is a weakness with regard to some safety documentation. The setting's capacity for continuous improvement is very good. All recommendations raised at the previous inspection have been addressed and practice is continually evaluated.

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 welfare) 30/11/2010

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

- develop inclusive practice further, for example, by labelling resources with both pictures and words to enable all children to be aware of the contents

- develop the engagement with parents further by providing additional details about how the activities provided link to the differing developmental areas for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who have had child protection training and who know the procedures to follow should they have any concerns. All staff are vetted, with good procedures in place to ensure the ongoing suitability of staff to work with children. A detailed safeguarding policy is in place to support practice, visitors are recorded and children are kept safe as they are well supervised. Written consent from parents to the seeking of emergency medical treatment or advice, however, has not been sought for all children which is a breach of requirements. The impact on children has been minimised with the immediate steps taken by management to rectify this omission. Staff plan an interesting and varied programme of activities for children. A good range of age-appropriate resources are set out for children, and they enjoy the freedom to independently choose what they play with. Staff are friendly and approachable and have very good relationships with children. They continually interact with and observe children to ensure individual needs are met.

Positive partnerships are in place with parents and others involved in children's care, play and learning. A range of information is displayed for parents, including copies of the club's policies and procedures. Information relating to the Early Years Foundation Stage is displayed together with details of the activities planned for children, although parents are not helped to understand how these link to the different learning areas covered, in order to further support their children's learning. Practice is continually evaluated and feedback is obtained from both parents and children on how they feel about the playscheme. Managers are committed to ensuring all children enjoy their time at the playscheme and regularly reflect on their practice to assess what improvements can be made.

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

Children settle immediately into the playscheme environment and enjoy themselves, relaxing and playing with friends and newcomers to the setting. Staff sensitively support children to ensure all are included in play of their choice and to ensure children play safely. Children have a good understanding of playscheme rules and know to keep in sight of staff at all times and to be kind to others. They confidently approach staff for a chat or support, showing they feel safe and secure in their care. Staff work in partnership with parents to meet children's dietary requirements and children have excellent opportunities to develop healthy bodies through exercise. For example, they energetically play football and cricket outside

and ride around on wheeled toys indoors. Children have very good daily opportunities to reinforce and develop their knowledge and skills in all areas through enjoyable play activities. They concentrate well as they use their creative imagination to make cards and make shapes with beads. They recognise and name the different mathematical shapes, such as a circle and square, and show excellent physical control as they carefully position the beads. They confidently count the number of beads they have used and rise to the challenge when staff encourage them to add 10 more. Children ask questions to further their own knowledge and confidently write their names on their artwork.

Children behave very well as they are actively occupied and enjoying themselves. They smile, laugh and giggle as they play and interact positively with each other. They help take responsibility for their environment as they help tidy resources away before lunch. However, storage boxes are only labelled with words, which means that children who are not yet confident readers do not always know where toys belong. Children demonstrate good manners as they listen and politely talk to staff. They sit patiently during group sessions to listen to other children. For example, they sing their own choices of songs and applaud the efforts of others. Children actively enjoy their holiday time at the club as they are allowed to relax or be active according to their needs.

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	3
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	3
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