

Cornerhouse Club

Inspection report for early years provision

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EY251066

Inspection date

26/01/2011

Inspector

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Setting address

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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

Cornerhouse Club opened in 2002. It operates from three rooms in the Army Cadet hut in the town of Torpoint and serves the local community and surrounding areas. The group opens five days a week all year round except bank holidays, two weeks in August and Christmas. Sessions are from 7.30am to 9.00am and 3.00pm to 6.00pm term time and 8.00am to 5.00pm holiday times.

The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend at any one time. There are currently 32 on roll Children aged from four years to 11 years on roll. The club supports a number of older children with learning difficulties.

There are three full-time and one part-time staff work with the children. Three of whom have level 3 in play work The setting receives support from the Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children clearly enjoy their time at this relaxed friendly after school club. They form good friendships between each other and the staff. Staff ensure children's welfare, learning and development is met by providing a balance of experiences for all children. Most of the required documentation is in place. The deployment of staff requires further consideration. All recommendations raised at the previous inspection have been fully addressed.

What steps need to be taken to improve provision further?

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

- ensure at least two adults are on duty at the provision at any time when children are present
- 22/02/2011

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

- develop systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of learning and care
- update the record of risk assessment to include any assessments of risks for outings and trips .

The effectiveness of leadership and management of the early years provision

Children are safeguarded as all relevant checks have been completed for all staff. Systems are in place to ensure staff continue to remain suitable to care for children. Children are further protected as staff are fully aware of their responsibilities and processes to follow should they any concerns about a child in their care. Since the after school club's last inspection three staff have undertaken training, achieving a level 3 qualification in childcare and updating their paediatric first aid certificates.

The afterschool club collects children from two separate school sites; older children with the agreement of parents make their own way to the club at the close of school. Sound systems are in place should children fail to turn up. Although the setting meets the required adult child ratio's the organisation and deployment of staff during the school collection period means the minimum of two staff on the premises when children are present is for a short period of time not in place.

Staff organise the rooms and wide range of resources effectively to allow children to freely play with their chosen activity. Physical games are played in the hall; table tops games and quieter activities are available in the adjoining room, with a further room available to access refreshments. Children's art and craft activities are displayed to make it an inviting, welcoming provision.

Risk assessments are fully in place for the provision and equipment these are reviewed, shared with the owners of the building and safety measures are put in place until identified areas have been addressed, such as main hall flooring. However, risk assessments are not in place for visits undertaken to 'the lawns', which are used on a regular basis in good weather due to the limited outdoor facilities at the after-school's base.

The after school club has developed very good partnership with parents. Parents speak highly of the provision, meeting their child's needs and working together to sort out any concerns or worries children may have. The after-school club has yet to develop links with other Early Years settings that the children they provide care for attend.

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

Children attend the after-school club from various schools in the local area. This enables children to mix with other and develop friendships outside of their own school environment. Children are fully engaged in a range of activities, planned around their interests; activities children start at the breakfast club remain readily available at the after school session should they wish to carry on where they left off.

Children play and cooperate well with one another as they share ideas to develop and construct their creations, take part in board games or develop their art and craft skills. Children's physical skills are fostered well, as good use is made of the large hall area. Today's rounder/baseball game for example provided younger children with opportunities to develop their hand, eye co ordination, being a team player and taking turns. The encouragement by staff and older children allows younger children to acquire and achieve new skills such as skipping. For example by shouting 'jump' children managed to move over the rope as it turned. The sense of achievement was shared by all as praise and applause rang through the hall.

Children are encouraged to take ownership of their 'club', developing and reviewing rules; as a result, children are aware of expectations and their behaviour is very good. There is a very caring ethos throughout the group. Older children remember special day's, providing birthday wishes and making children feel special. Staff constantly engage children in conversation, responding in a way that children feel what they have to say is important.

Children learn to keep themselves safe as they walk from school using a rope line, wearing high visibility tabards and learning road safety procedures. Children clearly know routines and what is expected of them. For example, on entering the hall, outdoor clothing is removed and hung on pegs; hands are washed before sitting down to a healthy snack and drink. The day's events are shared amongst each other and staff as they sit chatting around the snack table.

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	2
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	2
The effectiveness of partnerships	3
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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