

Smartie Zone

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

Smartie Zone registered in 2006 and is an after school club and holiday play scheme run by the Riviera Christian Centre in their premises on the outskirts of Paignton. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 24 children aged four to eight years. Children up to the age of 11 years may also attend. Care is offered from Monday to Friday from 3.30pm to 6pm during term times for children who are at primary school full time. There is also an associated breakfast club run by Smartie Zone staff in a nearby primary school. During the holidays the club operates from 8am to 6pm. There are currently 85 children on roll, of whom five are in the early years age range. Children have use of a hall and associated facilities. There are a total of four staff who work directly with the children; all of whom have relevant qualifications in early years or playwork.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the out of school club and make sound progress in their development and learning overall. Staff generally safeguard children appropriately; however there are some weaknesses in security and the suitability of toys and equipment. Weekly plans are in place to support children's opportunities to learn through play, although observation and assessment systems are currently in their infancy. Relationships between staff and children are secure and there is a sufficient range of activities to meet children's needs, although some hygiene routines do not always provide children with good examples to follow. Systems to monitor and self-evaluate the out of school club are developing to enable continued improvement.

What steps need to be taken to improve provision further?

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

- improve the security of the premises to ensure children are safe and secure at all times
- check all toys and equipment are suitable for use and removed or repaired as necessary
- make systematic observations and assessments on children in the early years age group to ensure planning is tailored to their individual needs
- modify procedures at snack time to enable children to learn about healthy lifestyles and follow good role modelling.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being are appropriately supported through a clearly written safeguarding policy. Staff understand the signs and symptoms of possible abuse and know the correct procedures to follow in the event of any concerns. Effective vetting procedures are followed to ensure adults working with children, including drivers, are safe to do so. The main play areas are safe. Staff ensure access to the building is alarmed when all children are present to ensure unauthorised persons are unable to access the premises unnoticed. However, the door is not always locked and consequently children's safety is compromised. Risk assessments are completed on a daily basis and reviewed as necessary, for example as new children attend or when new equipment is purchased. Children are generally safe in the setting. They practice a fire drill every half term and these are evaluated to monitor improvement. Consequently children are familiar with how to leave the building quickly and safely. Staff reinforce safety issues throughout the afternoon to ensure children follow secure boundaries.

The actions and recommendations from the last inspection have been prioritised and most have been fully addressed. Staff have developed an action plan for improvement and some have already been implemented. For example, finger shields have been purchased to fit to the heavy door to prevent accidents, but these have yet to be fitted. Staff update training when they are able to ensure professional development. Staff visit a local setting for support in delivering the Early Years Foundation Stage. Low-level partitioning has been built to improve the premises, enabling different areas of the hall for active or quiet play, although this has not yet been positioned. Toys and equipment are in generally good condition, although the table football game is broken at one end, posing pinched finger risk. Books and puzzles provide some positive images of cultural diversity and staff know the individual children well and meet their needs overall.

Parents are provided with regular newsletters to keep them informed of the clubs activities and they discuss their child's day informally with staff. This provides an opportunity to exchange information about the child's needs. Staff liaise with school staff at pick-up times to ensure information about children is shared appropriately.

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

Children arrive at the out of school club happily and soon settle to their chosen activity. Some children construct models and play basketball; others quietly build a train track or play table snooker together. Some activities, such as exploration with autumn leaves are generally ignored by children, as adults do not support or explain the purpose. Children enjoy operating interactive computer games, developing their physical skills and exploring problem-solving techniques. Opportunities for children to play in the open air are provided when the weather is

good on a grassed area to the side of the building. Regular outings during school holidays ensure a variety of experiences for children to learn and explore. Staff interact well with children, engaging them in discussion about their day and taking an interest in what they have to say.

Brief weekly plans are in place to cover areas of learning through play activities. The recent development of child development profiles enables parents and the child to have some input into planning through discussion, alongside completing the 'All about me' forms to gain information about children's preferences. Regular observations are planned but not yet started, so planning is not tailored to children's individual needs. Staff appear to know the children and are generally able to meet their learning and development needs through child-initiated play.

Children's health is promoted through the provision of generally healthy choices at snack-time, such as fresh fruit, including plums, pear and banana, as well as sponge cake. However, cake is offered to children by hand and children eat fruit and cake off a table recently sprayed with anti-bacterial spray. This practice does not provide a good example for children. Drinking water is available throughout the session and children can help themselves. Physical activities such as basketball and games of 'Twister' help to promote children's health indoors. All children wash their hands prior to snack and use a warm air dryer limiting the spread of infection. Written policies support children's health and welfare. Children relate well to staff. They are polite and say 'please' and 'thank you' without needing to be reminded. They have good relationships with each other and are generally well behaved.

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	3
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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