

First Friends After School Club

Inspection report for early years provision

Unique reference number	259120
Inspection date	08/02/2011
Inspector	Tara Street
Setting address	St Albans School, Newstead Avenue, Chaddesden, Derby, Derbyshire, DE21 6NU
Telephone number	01332 677660
Email	
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

First Friends After School Club is privately owned and managed by First Friends P.D.N. Ltd. It was registered in 2001 and operates from the family room and school hall in St Albans Catholic Primary School in Chaddesden, Derby. Children have access to a secure enclosed outdoor play area. The setting serves children who attend the host school and one other in the local area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 16 years. The setting is open Monday to Friday from 7.30am to 8.55am and from 3.30pm to 6pm during term time. During the school holidays and teacher training days sessions are from 7.30am to 6pm.

There are currently 47 children on roll. Of these 22 are under eight years and of these 19 are within the early years age range. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4 in early years, one holds a qualification at level 3 and two hold a qualification at level 2 and are currently working towards a level 3 qualification. The setting is a member of the '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Each child settles well and enjoys the stimulating activities in the inclusive and welcoming environment. Staff know the children very well as individuals and as a result each child's needs are met and their learning and development effectively promoted in most areas. Children's safety and welfare are promoted well through the consistent implementation of thorough policies and procedures. The self-evaluation is accurate and comprehensive, and effectively includes the views of parents, carers and children, to continuously improve the setting and to plan for further development. Strong working relationships with the host school and parents and carers are well established to promote children's continuity of care and learning.

What steps need to be taken to improve provision further?

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

- review the planning of the outside play area to ensure it offers a challenging environment which supports and extends children's learning outdoors
- increase opportunities for children to investigate and explore the natural

world.

The effectiveness of leadership and management of the early years provision

The leader and staff fully understand their responsibilities in safeguarding children's welfare. An efficient recruitment system makes sure that all staff are vetted to confirm their suitability to work with children and are appropriately qualified. Well-organised documentation promotes the safe management of the provision and consistent security practices help keep children safe. For example, staff regularly practise evacuation drills with the children to ensure they are sufficiently familiar with the routine for keeping themselves safe in an emergency. Detailed risk assessments are reviewed regularly and daily check lists are used to ensure the safety of the environment at each session.

The staff team work very well together and are motivated and enthusiastic about their roles. They undertake regular training to extend their knowledge and skills, resulting in better outcomes for children. Staff work hard to provide a relaxed, well-organised environment where children settle well and are fully engaged. A wide range of interesting activities are well set out to maximise accessibility and choices for children. The setting has responded well to recommendations from the previous inspection, which also demonstrates the aim of the setting to continuously improve. The in-depth self-evaluation includes feedback from staff, parents and carers, children and assessments from the local authority. This information is used effectively to drive improvement and develop clear plans for the future.

Staff know the children very well and an effective key worker system ensures that each child's individual needs are met. This is particularly true for children with special educational needs and/or disabilities and those who speak English as an additional language. Good procedures are in place to promote equality and celebrate diversity. Inclusive practice helps to ensure that all children feel welcome and valued. The strength of the setting's partnerships with parents, carers and the host school contributes significantly to the good level of children's continuity of welfare and learning. Numerous forms of communication keep parents and carers well-informed, such as newsletters, notice boards and daily discussions. Parental feedback is positive, as they comment about the interesting activities on offer and how much their children enjoy their time at the setting.

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

Children's learning and development are promoted well through effective planning which ensures good progress for each child. Observations are used well to plan the next steps in children's learning. Staff members are committed to providing children with stimulating experiences so that they enjoy and achieve well. Although, the planning of the outside play area to ensure it offers a challenging environment which supports and extends children's learning is less well developed. Activities are often based on children's interests, such as jewellery making,

experimenting with shaving foam and designing a wall display on healthy eating, which they participate in with enthusiasm.

Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children enjoy playing games where they take turns, work as a team and use individual skills. For example, a group of children enjoy playing a board game and display a range of skills as they follow instructions and calculate the scores. Children use their imagination well as they act out real life and imaginary situations with role play equipment and small world toys. They enjoy being creative with a wide range of collage and craft materials and confidently help staff to make dough. Their knowledge and understanding of the world around them is effectively promoted through their involvement in a range of planned activities which look at different celebrations and cultures. Children receive positive interaction from staff who join in their play, model expected behaviour and talk with them. Each child is allowed sufficient time to complete an activity at their own individual pace. This provides continuous support for their development and also builds their confidence.

Children enjoy a healthy lifestyle. They practise good procedures for their own personal hygiene, and learn to make healthy choices in what they eat through discussion and good examples set by adults. They enjoy a wide variety of fresh fruit and vegetables and staff make sure that they have enough to drink. Children regularly participate in free choice activities outside and in the school hall. For example, they enjoy den making activities and play with skipping ropes, skate boards and other small sports equipment. However, opportunities for children to regularly investigate and explore the features of objects and living things in the outdoor environment are not maximised.

Children learn about aspects of their own safety when they are out and about, which include traffic awareness, recognising hazards in the environment, and using equipment safely. They have good access to a laptop, television and games consoles which helps them to gain valuable skills for the future. They are very well behaved and work together well during role play as they share toys, such as the action figures and cars. Children feel valued and are treated with warmth and friendliness so that they grow in confidence and self-esteem in this stimulating environment.

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