

Time Out Childcare

Inspection report for early years provision

Unique reference number

EY264777

Inspection date

30/03/2011

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).

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

Time Out Childcare is one of five out of school clubs run by a private partnership. The club opened in 2003 and operates from rooms in St John the Baptist School in Titchfield Common near Fareham in Hampshire. The accommodation includes a large room with a kitchen corner and hand washing facilities, a toilet suite and a storage area. The club also has the use of an enclosed outside learning area and the school field in the summer. The club has links with the school on site.

The club is registered on the Early Years Register and the compulsory part of the Childcare Register. The club may care for no more than 45 children under eight years; of these, none may be under three at any one time. At present there are 24 children on roll from four to 11 years and, of these, four are in the early years age range. The club supports children with special educational needs and/or disabilities.

The club is open each weekday from 7.30am until 9am and from 3.30pm until 6pm. During school holidays, the club is open from 7.30am until 6pm except for the week between Christmas and New Year and the last week of the summer holidays. The club is open to children from the local and surrounding areas.

The club employs four members of staff. Of these, two have National Vocational Qualifications at level 3, one has a qualification at level 2 and one is working towards a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers a very welcoming and inclusive service. All routines in place to ensure the security and safety of the children are good. Effective partnerships between the club, the children's parents and carers and the host school ensure that the needs of all groups of children are met effectively. Overall children have access to a varied range of well-planned activities and make good progress in their learning and development. The issues identified at the last inspection have been dealt with efficiently and the manager and her staff show a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further planning to include details of activities that will allow the children to enhance their early reading, writing, problem solving and numeracy skills
- extend the range and number of resources for outdoor learning to give children wider choices of equipment, in order to enhance their physical

development.

The effectiveness of leadership and management of the early years provision

The owners and manager are effective at embedding ambition and driving improvement. Required policies and procedures are regularly updated and reflect the strong expectations for children's safety. Children have an excellent understanding of how to move around the club in ways that ensure everyone is safe. Robust systems are in place for recruiting and checking the suitability of new staff. The accommodation is very safe from intruders and all visitors are required to sign in and out of the club.

There is a good commitment to continuous improvement. Self-evaluation involves the owners, the manager, and parents and carers. Overall it provides an accurate diagnosis of strengths and weaknesses. Half-termly staff meetings encourage staff to reflect on the outcomes of previous planning. Appraisals take place annually and members of staff are encouraged to attend training courses in order to further develop their skills. Planning concentrates mainly on the creative aspects of the curriculum and takes into account the needs of children in the Early Years Foundation Stages. Assessment of children's learning and development is good. Key workers have established an effective system for their observations, including photographs to show children's progress. This system, which is shared with parents and carers, contributes to the children's good progress.

Resources are good overall and are deployed effectively, particularly in the indoor learning area. There is very little space to store equipment needed in the outdoor area and resources here are limited. Inside, games, toys, model making equipment and art and craft resources are used efficiently to support children's good progress and achievement. All members of staff respect the diversity of the different backgrounds represented and are good at ensuring equal access for all children. As an example, staff are trained to ensure that children identified as having special educational needs and/or disabilities are fully included and supported.

Links with parents and carers are effective and contribute to the children's good progress. Parents are very pleased with how their children are cared for and say, for example, 'They love being here and sometimes don't want to come home!' Key workers share the children's assessment records with their parents and carers who often add their own valuable comments. The club has adopted the same system of behaviour management as the host school and the manager is invited to discussions about, for example, changes to the school grounds. The school encourages parents to enrol their children in the club to ensure they learn how to enjoy the company of other children in a different setting.

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

On arrival in the early morning, the children and their parents are given a warm welcome by the manager and staff. They exchange information about the children's welfare and their breakfast needs. Those children who do not have breakfast at home eat cereals and toast with fruit juice. The children know they need to clean their teeth afterwards and are given a reminder by one of the youngest children. They are very aware of how to be healthy.

Only a very few children attend the breakfast club but they all sit together totally engrossed and happily make bead pictures in different designs. A few children are diverted by other toys and games and enjoy playing together until it is time for the manager to take them to their various classrooms. Children's social and creative skills move forward well and their progress is good. On the day of the inspection, there were fewer opportunities for the children to develop further their early literacy, problem solving and numeracy skills but plenty of opportunities to become involved in role play with each other and floor and table games. The way this session is organised is very safe and suitable for children to experience before they begin their school day.

At the end of the school day, children are collected from their classrooms when any concerns are shared by club and school staff. Relationships are good between school and club staff and contribute considerably towards the children's good progress and well-being. The manager and staff have very little time to prepare the room as it is used continuously from 9am until 3.15pm by another playgroup. However, they efficiently prepare snacks and drinks ready for the children's arrival. All the children are aware of the need to be safe and quickly wash their hands before sitting down to an appetising spread of cold meats, cheeses, vegetables, dried and fresh fruits as well as different types of bread and crackers. Different healthy drinks are also available as well as water. Staff ensure that the younger children have a full choice and children of all ages eat well, remember their manners and ask for plates of food to be passed down the table mostly politely. All the children help to clear away and make a good contribution to the club. Their behaviour is very good.

After their snack, some children relax appropriately watching a film while others engross themselves in the role-play area, play games or make models with large and small interlocking plastic equipment. Members of staff interact effectively with the children while they play and, as a result, their speaking and listening skills are good. The personal and creative development of all groups of children also moves forward effectively throughout the session. Achievement is good and children are developing social skills as well as learning habits that will help them during the next stage of their education.

On the day of inspection, there was a fine drizzle of rain. Half of the children decided to venture outside wearing their outdoor clothes. There were opportunities for them to run around and use bats and balls as well as to kick a football around with the staff. However, the outdoor learning environment is small with no large

equipment such as plastic chutes, small bikes or scooters. In the summer months, the school's field is used by the club for activities that give the children more opportunities for vigorous and cooperative play.

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