

# Clubland Playscheme LTD @ The Royal Kent CofE Primary School

Inspection report for early years provision

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<b>Inspection date</b>	06/04/2011
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<b>Type of setting</b>	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

Clubland Playscheme Ltd @ The Royal Kent Cof E Primary School is one of six out of school care provisions owned by Clubland Playscheme Ltd. They were registered in 2011 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club provides after school care for children attending Royal Kent (C of E) First & Middle School, Monday to Friday term time only, between 3-6pm. It operates from two classrooms which have direct access to a covered and open patio as well as the school playing fields. They also have use of the school hall and front playground.

The setting is registered to care for a maximum of 30 children aged from four to under eight years at any one time. Children aged over eight also attend. There are currently 40 children under eight on roll, five of whom are in the early years age group. There are 31 children aged over eight on roll. The setting supports children with special educational needs. The manager holds qualified teacher status (QTS) and is a certified NVQ assessor. Two other permanent staff are employed, one of whom is qualified to Level 3. As numbers of children increase so do the staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure, warm and welcoming environment. They thoroughly enjoy attending and demonstrate a strong sense of belonging. The provision of outdoor play is a key strength. Self-evaluation is, overall, very effective in identifying and targeting priorities for improvement. For example, trips to Oxshott woods are soon to become a regular feature. Children's views are sought and acted upon and partnerships with both parents and children's teachers are rapidly developing. Leadership is strong, proactive and experienced in providing play-based out of school care. The capacity for improvement is good; the team are united in their vision for achieving future excellence.

## What steps need to be taken to improve provision further?

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

- make a wider range of tools and equipment available to support and extend outdoor play; pay particular consideration to technology and science resources.

## **The effectiveness of leadership and management of the early years provision**

High priority is given to safeguarding and promoting children's welfare. Staff recruitment and induction procedures are rigorous, risk assessments are thorough, and records and documentation required for the safe and efficient management of the setting are in place and well maintained. Policies and procedures, such as for safeguarding children, and responding to complaints or a lost child situation, are effectively implemented by the team. Emergency evacuation is regularly practised so that children know what to do in the event of a fire on site. There are effective strategies in place to minimise the possibility of a lost child situation occurring, and a well understood procedure for responding to a situation in the event that it did occur.

Play resources are of good quality, in plentiful supply and are suitable for the age and stage of ability of all the children attending. The positive relationships between the club and school teaching staff mean that children are able to use school equipment, such as the four computers in the base room, as well as the club resources. However, although stored accessibly within the base rooms, less use is made of these outdoors. High-quality equipment, such as a metal detector, sonic explorer and walkie-talkies, are yet to be fitted with batteries so that they can be used to support adventurous outdoor play. Leadership ensure that the team keep up to date on training and staff are supported to gain playwork qualifications. As a new provision numbers of children attending each day are currently low and thus the staff team is small. However, the benefit of this is that communication between them is high and self-evaluation is a whole club effort; with equal contributions from staff and children, thus promoting equality and diversity well. The team's commitment to self-evaluation is further demonstrated by their working towards the local authority quality assurance accreditation. Priorities for improvement are astute and exciting. Children are looking forward to picnics and tree climbing in the local woods, an indoor den making area is planned, and pictorial communication systems to support children with speech and language needs.

Equality and diversity is embedded in the ethos and practice of the club. Children with special educational needs and/disabilities are particularly well supported. The experienced team are inspiringly knowledgeable about the issue of boys and 'superhero' type play, as well as the topical debate about 'risk in play'. Parents are asked to complete a detailed questionnaire to help staff plan for children's settling in experience. They are provided with a good level of information to explain the clubs policies and procedures and a regular newsletter keeps them up-to-date on activity planning. Parents and staff exchange information on a daily basis, as do staff and children's teachers. As a result, children receive consistency and continuity of care and learning support. Club staff's partnership with the school teaching staff is rapidly developing. They are already sharing resources, such as dressing up costumes and computers, and meetings have been arranged to share information to inform children's end of year assessment. Overall, this is a highly progressive setting with good capacity to maintain continuous improvement.

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

Children's support of the club and enjoyment of attending is best demonstrated by the numbers who attend on an ad-hoc basis; not because their parents work, but as a treat. Children chatter happily to each other, often planning their play or activity, whilst they wait for older children to leave their classroom before they enter. They choose freely from the accessible resources and equipment, such as arts and crafts, construction, and computers, and are able to move freely between the indoors and outdoor playing fields. Children are taken to the front playing fields. They choose when they want to have their tea and where they want to sit. Behaviour is exemplary. Children are kind to each other and polite and sociable. This is very well demonstrated by their willingness to participate in the inspection process. Younger children state that they like playing with the dolls house, and outside where they make dens. Planning is child-led. This means that although staff may plan something they think children will enjoy, or even what children have previously asked for, this may change if children decide otherwise.

The foundations for children to adopt healthy and active lifestyle habits are being firmly laid by the provision for outdoor play and promotion of healthy eating. High priority is given to ensuring that the school toilets are cleaned before the club opens and children need no reminders to wash their hands before eating. They choose from a selection of fillings and spread their own sandwiches or toast. The occasion is sociable and relaxed with staff sitting with them listening to their daily news. Milkshake and smoothie making activities are popular and encourage children to make healthy dietary choices. After tea children are keen to go outside, where the wooden obstacle course challenges their physical proficiencies. Ropes are securely attached to monkey-bars and children swing and practice acrobatic type of manoeuvres with unbelievable confidence. They make dens with the parachute and find hide-a-ways to catch up with their friends. The sandpit is turned into a trench; hockey sticks become weapons and critical thinking skills are put to great use as they plan their strategy to catch the enemy. The children's play is all in good humour, with no malice, in fact most of the time they are stifling giggles and staff join in the play. However, the excellent technological resources, such as the two-way radios are not yet readily accessible to develop this play further. Additionally, resources to encourage scientific exploration, such as magnifiers, sound amplifiers and spades are not immediately accessible when children are outdoors.

Children are kept very safe and secure by staff. Children understand the rules to keep themselves safe on the premises, such as where to go when the fire alarm goes off and plans are now in place to develop their knowledge and understanding further, for instance what to do if a fire broke out somewhere other than school. Although opportunities to use some technological resources are not fully exploited, children have excellent access to computers. Writing resources, which are frequently used to create signs for 'dens', such as 'Keep Out', are freely available and children are constantly attempting problem solving skills during active outdoor play. Overall, the development of future skills is being supported well.

In addition to outdoor play, children enjoy a wide range of arts and crafts, model making and role-play activities. Activities sometimes link to special, or world events, such as the anniversary of Heathrow airport, Pancake Day, Chinese New Year, or as is recent, tsunamis and earthquakes. Children's awareness of diversity is consistently raised through discussions and activities. Overall, children are thriving in this progressive setting. Their levels of confidence and self-esteem are notably high and they are becoming increasingly more independent.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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