

SCL - Club Energy

Inspection report for early years provision

Unique reference number EY360830
Inspection date 11/04/2011
Inspector Mandy Gannon

Setting address Hatchwarren Community Centre, Long Cross Lane, Hatch
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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

SCL-Club Energy (Hatchwarren) opened in 2007. It operates from Hatchwarren Community Centre in Basingstoke, Hampshire and is run by staff employed by Soccer Coaching Limited (SCL). Children have access to a large hall, cloakroom areas and toilets. There are large playing fields and fully enclosed outside play areas, including shaded areas, for a range of outdoor activities and sports. The setting serves the local area. It is open during school holidays and offers a multi-activity programme. The club is registered for a maximum of 50 children aged from four to under eight years, although children aged up to 12 years may attend. There are currently 16 children on roll today. The standard day runs from 10:00a.m to 4:00 p.m, although children may attend for an extended day from 08.30a.m to 5:30 p.m. The manager has a level 3 qualification; two members of staff are enrolled on a level 3 course.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and at ease in an environment where staff show an interest and value the uniqueness of each child. They enthusiastically participate in activities and play happily with their friends. The setting works successfully in partnerships with parents and others to meet individual needs. Effective reflection of the service offered through self-evaluation processes with staff, children and parents supports an accurate vision of their strengths, and a vision to drive and maintain further improvements. Although, additional staff have enrolled on level three qualifications, further attention is required to ensure half of staff hold sufficient qualifications.

What steps need to be taken to improve provision further?

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

- at least half of all other staff must hold a full and relevant level 2 qualification (Qualification, training, skills and knowledge) (also applies to Childcare Register) 12/09/2011

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

- improve the storage of packed lunch boxes to promote effective hygienic practice
- further improve opportunities for children to freely access a quiet area, providing a place for rest.

The effectiveness of leadership and management of the early years provision

Children benefit from the implementation of effective policies and procedures which maintain children's safety and well-being. An accurate safeguarding policy and procedure is implemented and staff have a good understanding of the symptoms of abuse and neglect. The designated person has completed the advanced safeguarding course and a flowchart of procedures to follow is available including local agency contact details. All staff have criminal records bureau checks in place and a record of these are maintained on site, visitors to the premises identification is verified and a record of visitors is maintained with times of arrival and departure of staff, children and visitors. Effective password systems are in place to check that children are only released to individuals named by parents. Successful risk assessments are completed and steps are taken to minimise risks both indoors and outdoors and children are effectively supervised. Children benefit from well organised procedures and documentation promoting their welfare and safety. Three members of staff are first aid trained and the setting works closely with parents to meet individual health requirements.

Staff work well together to support children and promote their learning and development. Leaders and managers consistently support staff, and communicate high expectations in order to secure further improvements. A broad range of resources are available, which are suitable for the children's age and stage of development in a setting where a balance of child-initiated and adult-led activities effectively meets the needs of the individuals. The setting has a good knowledge of each child's background and needs and staff have effective strategies in place. Collaborative partnerships help promote the effective sharing of information and children receiving the consistent support they require. The setting has highly positive relationships with parents and carers who find the staff very welcoming and efficient systems are in place. Clear, accessible channels of communication and keeping parents informed are available through face to face discussions, email, telephone calls and a web page. All parents spoken to at the inspection were very positive about the setting. I spoke to a new parent who was using the setting for the first time, and parents returning from the previous year who commented 'they greeted their child personally on arrival and put them at ease' 'they found that the group were very thorough in ensuring they had required details of the child' 'my children love coming to the group and they were bursting with enthusiasm to tell me all about it and what a brilliant day they had had'.

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

Children benefit from healthy snacks and lunches provided from home. Staff sit with children as they eat snacks and lunches, helping and supporting them, as talk in social groups with their friends. Information is shared with parents about healthy eating and including an ice pack to prevent foods from perishing, although,

good hygiene practice is not always followed as lunch boxes are stored on the floor. Children are aware and take responsibility for good health and hygiene practices. They wash their hands prior to eating and after visiting the toilet, and recognise when they are thirsty after participating in physical activities and find their water bottle and help themselves to a drink. Staff follow effective strategies regarding the administration of medication and accurate records are in place to record accidents, incidents and pre-existing injuries. Children have ample opportunities to access physical activities both inside and on the large fields; they play games in the hall and excitedly chase one another, they excitedly use the parachute, play team games and patiently take turns cheering their friends.

Children enjoy being creative and enthusiastically participate in a talent show. They confidently rehearse and after a short time actively perform either as individuals or as a group in front of others. Children excitedly assemble a cardboard fort with staff, they work well together as they paint and decorate with paint, discussing together the colours, patterns and detail. Children have frequent opportunities to be creative, and access a wide range of resources, although staff need to ensure they always enable children to make choices and decisions. Children enjoy an extensive range of activities and physical games which are suitable for their age and stage of development. Staff interact well with the children and show an interest in what they have to say and do, they skilfully ask them questions to make them think and are aware when to stand back and allow children's play to develop or allow children time to reflect. Children skilfully use information technology and have access to books, although a quiet area and place for rest is not effectively made available.

Children develop a strong sense of belonging and have an accurate understanding of what is expected of them as staff discuss at the beginning of each session. It is due to the good quality interaction of staff and well organised routines that children soon feel secure and confident in the setting. Children are individually greeted on arrival; they are introduced to their key person who remains with the group promoting consistency and building positive relationships. Children's behaviour is very good in a setting where high levels of self-esteem and confidence are developed as staff offer praise and encouragement and value individuals as they recognise different skills and attributes, presenting certificates throughout the week. Staff act as calm consistent role models and effectively support children in managing their behaviour and step in preventing situations escalating, talking to children, distracting through offering alternative activities. Children are encouraged to discuss and consideration is taken to how they are feeling and activities they like and dislike. For example, staff complete a chart throughout the day as to how children are feeling, if they are feeling sad, fine or happy and children confidently revisit the chart and discuss why.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Qualifications, and training) (Qualifications, training, knowledge and skills) 12/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to the childcare (Qualifications and training). 12/09/2011