

Greenfield Club After School/Holiday Scheme

Inspection report for early years provision

Unique reference number	135997
Inspection date	31/05/2011
Inspector	Barbara Walters
Setting address	The Greenfield Centre, Park Avenue, Winterbourne, South Gloucestershire, BS36 1NJ
Telephone number	01454 777604
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Greenfield After School and Holiday Club was registered in 1996. It provides out-of-school care and a holiday play scheme and is a community-based organisation. It operates from three classrooms to the rear of the Greenfield Centre, in Winterbourne village. The club also has access to adjoining playing fields. During school terms the club is open from 7.45am to 9.00am and from 3.30pm to 6.00pm. The holiday club operates from 7.45am to 6.00pm. Children from Elm Park and St Michael's Primary Schools are escorted to and from the club by Greenfield staff. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club caters for children between the ages of four and 11 years of age. Registration allows for a maximum of 60 children under eight years at any one time. Currently there are 135 children on roll, 15 of whom are in the early years age range. The group is managed by a parent committee which employs a manager and 10 other members of staff, seven of whom are appropriately qualified in child care.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a generally safe and positive environment where children play cooperatively together, are secure and have their welfare mainly protected. Suitable working relationships with parents and good partnerships with others involved with the children ensure they are well supported. Children's care and learning is suitably promoted through a generally sufficient range of play opportunities in most of the six areas of learning. A key strength of the setting is their willingness to strive towards constant improvement and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop staff's knowledge of how to implement the safeguarding children policy
- increase opportunities for children to enjoy a wider range of books and free choice activities

The effectiveness of leadership and management of the early years provision

The managers are enthusiastic in their approach and regular staff meetings and a commitment to staff development all contribute to a desire to drive improvement. The setting has worked hard since the last inspection to implement the Early Years Foundation Stage Framework. They have introduced systems so that staff are more skilled in supporting children's development through providing them with a suitable range of activities across most of the six areas of learning. The system for ongoing self-evaluation of the provision is in place and the strengths and areas for improvement have been appropriately identified. For example, the setting is planning to develop further links with the schools that children attend to establish more effective methods to support children. The setting's organisational skills ensure that most documentation supports the safety and well-being of each child and meets their individual needs. Suitable checks are carried out to demonstrate the suitability of staff to work with children and the group has all the required policies and procedures that reflect the welfare requirements. In general children are suitably safeguarded in the provision and they are sufficiently protected by the staff's clear understanding of child protection issues. However, not all staff have a secure knowledge of how to implement the safeguarding policy and procedure. This has the potential to compromise children's welfare.

Children enjoy playing freely using the welcoming playrooms with suitable space to explore and spread out as they play. Some activities are set out so children have some opportunities to choose their own play, this includes floor play with construction toys and small world play and table activities. However, younger children's access to books and activities is not fully maximised as they are stored in drawers and away from the main play area.

Staff have a positive relationship with parents and carers and seek, and take account of, their views through daily discussions, a regular newsletter and a feedback questionnaire. New parents are helped to settle children and to share their preferences for how their child is cared for and their changing needs. Partnerships with the schools that children attend are well established and information is shared on a regular basis. This helps them make a strong contribution to children's achievements and well-being. Children begin to know about their own cultures and those of other people through the use of activities and resources. For example, children enjoy experiencing different foods at snack time and use play resources that reflect different cultures and backgrounds.

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

Children appear settled in the setting and are confident to express their needs and approach staff for reassurance or support. Different activities are planned for the week, as well as time for free play. This helps the children have an enjoyable time and supports them in moving forward in their learning. For example, children take

part in a tie-dyeing activity, wrapping the cloth in bands and creating their own patterns. They enjoy contributing to games, such as the 'Dragon's Den', where they share their ideas for projects and receive sponsorships from their friends. Children have some opportunities to choose from an appropriate range of resources. For example, they use bricks and corks to design and build their own structures and have some opportunities for creative play with paints and crayons. However, these are too limited to fully promote their independence. Younger children are supported by their older friends when using the computer to help them to understand the age appropriate games and develop their skills with the mouse and keyboard.

Children have regular time in the outdoor fields for exercise and play. Their physical health is promoted when they join in throwing and catching the balls and creating their own games. Their understanding of healthy eating is well promoted by staff who take time to explain to children the benefits of a healthy diet and choosing the right foods. Children follow good hygiene routines and wash their hands and check they are clean and free from germs. Children begin to learn about keeping themselves safe. For example, they regularly practise the fire emergency routine and staff gently remind them not to run and to sit at the table when eating. Staff encourage the children to take responsibility by helping to clear away the dishes and cups. They are confident in their knowledge of the staff's boundaries and happily help each other and share their toys and games. Staff support children well in taking turns and good explanations, that the toys are for all, help children to share and enjoy their games.

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	2
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	2
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
------------------------------------------------------------------	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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