

Springers Holiday and After School Club

Inspection report for early years provision

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Inspection date	20/06/2011
Inspector	Susan Parker
Setting address	Lodge Farm Primary School, Mobbsbury Way, STEVENAGE, Hertfordshire, SG2 0HP
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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

Springers Holiday and After School has been registered since 2009 and is located in Lodge Farm Primary School, Stevenage, Hertfordshire. Children have access to the infant hall, dining room, library and outdoor play area. The staff have access to Food Technology room for snack preparation. Children also have access to small court yard area. The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club is registered to care for 30 children from the age of three to eight years. Currently the club is open from Monday to Friday from 3.15pm to 6pm during school term time only.

The club mainly serves children from Lodge Farm Primary School and may take children from the wider community if there is any space left. The club can support children who may have learning difficulties and/or disabilities and those who speak English as an additional language. The club employs four staff, all of whom hold appropriate early years qualifications. There is suitable access for adults and children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

General observations of the children in the early years age range enables staff to adapt activities to ensure they can participate in most activities. Children learn to behave in a safe manner, although, they do not routinely adopt healthy lifestyles. Documentation supports some aspects of the provision. Self-evaluation is developing, and adaptations to the premises have been effective. Partnerships with the school at the same setting are sound.

What steps need to be taken to improve provision further?

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

- develop ongoing observational assessments to record children's progress and to inform planning for each child's continuing progression
- promote further children's understanding of adopting healthy lifestyles, including good hygiene practices.

The effectiveness of leadership and management of the early years provision

Children's safety is adequately promoted. Risk assessments and daily checks ensure that hazards are minimised and children can explore in safety. Stringent checks are carried out to ensure that all staff are suitable to work with children. The management committee follow a robust recruitment and selection process to provide a qualified and suitable staff team who deliver adequate care and education to all children. All four members of staff hold first aid certificates which

ensures that any accidents are dealt with safely. Security and safety are a priority and this ensures that all children can explore the activities in safety.

The staff are developing a form of self-evaluation which highlights some good aspects of the organisation of the setting and identifies some areas for improvement. All members of staff regularly exchange views and ideas through regular discussions. They actively seek feedback on their strengths and weaknesses from children, parents and carers which provides an overview from all the users. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment.

Resources are used adequately to provide activities which promote children's learning and development. For example, the courtyard area has had the pond removed and replaced with flower beds which the children helped plant. Staff are very effectively deployed to maintain ratios on a daily basis taking into account any staff absences. They sign the children in and out of the session as well as holding a formal registration time, this enables them to have an accurate record of attendance. The required records, such as contact details for all the children, record of a risk assessment, attendance and certificate of registration are in place. However, the staff do not keep other documentation on site, therefore it was not available for inspection.

Parents and carers of children receive a satisfactory level of information on the activities, policies and welfare of the children attending through verbal discussion and newsletters as well as posters displayed in the setting. Staff work closely with the class teachers of the children which ensures that welfare issues are confidentially shared.

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

Children display a sense of belonging in the after school club where they meet with peers in a familiar environment. The staff team observe and chat to the children to assess their capabilities, likes and dislikes, however, there are no records to evidence what progress the children are making. Plans of activities and a selection of photographs document the suitable range of activities that children participate in. Children learn to be responsible, they are encouraged to make their own safety rules for the courtyard area and are aware of the safety boundaries, such as what to do in an emergency when the whistle is blown and not to open the door to any adults or parents. Children display good levels of emergent writing skills as they use pencils and felt pens to make marks, however, due to the lack of records, there is no evidence to support that this is as a direct result of the input from this setting. Posters and signs displayed indoors and outside enable children to recognise familiar words. Staff spend time talking to the children and listening to what they say. This encourages children to be sound communicators as well as establishing relationships. Children feel safe in this environment. They have consistent boundaries which are respected. Behaviour is generally good and children know that they need to observe to rules which support their safety.

Staff gain welfare information from the child's parent or carer which ensures that all needs are adequately met. They ensure that they have knowledge of each child's background, cultures, and beliefs through registration forms and knowledge of the local school.

Children have a choice of sandwiches for snack with wholemeal bread and either, just butter, ham, jam or chocolate spread. They can help themselves to water, orange or blackcurrant squash throughout the session. Children did not wash their hands before snack and therefore are not adopting healthy lifestyles. Use of the courtyard, playground and part of the school field enable children to develop their physical activities and team games, such as ball games, support social skills.

Staff praise is used to support positive behaviour and self-confidence. This encourages children to develop habits and behaviour appropriate to good learners, whilst respecting and understanding their own and others needs.

Children make independent choices and select their own resources which promotes children's independence and self-esteem. They have secure relationships with the staff, whose consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions.

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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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

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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