

Cloverfields Kids Club & Pre-School

Inspection report for early years provision

Unique reference number

205590

Inspection date

29/06/2011

Inspector

Tara Street

Setting address

Humberston Cloverfields Primary School, St. Thomas Close,
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Telephone number

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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.

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

Cloverfields Kids Club and Pre-School provides full day care and before and after school care for children. It was registered in 1994 and both groups are run by a voluntary committee. The settings are, however, separately organised and managed. Both groups operate from the Old Clinic building in the grounds of Cloverfields Primary School, in the village of Humberston, North East Lincolnshire. Children have access to a secure enclosed outdoor play area. A maximum of 24 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. The pre-school is open from 9am to 12 noon and from 12.30pm to 3.30pm, Monday to Friday during term time only. Arrangements can be made for children to stay for lunch, which is provided by parents. The out of school club is open from 7.45am to 9am and 3.30pm to 5.30pm each weekday during term time. During school holidays it is open from 8am to 6pm excluding public holidays. The setting serves the needs of the local and wider community and children attend for a variety of sessions.

There are currently 135 children on roll. Of these 84 are under eight years and of these 49 are within the early years age range. Of these, 37 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff employed at the pre-school all of whom hold a qualification at level 3 in early years and one who is currently working towards a Foundation Degree in early childhood studies. There are six members of staff employed at the out of school club of which five hold a qualification at level 3 in early years and playwork. The setting is a member of the Pre-School Learning Alliance and '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy spending time in a relaxed, inclusive and friendly environment, where staff get to know them well as individuals. They are involved in a good range of activities, both indoors and outside, which are provided according to their interests and cover most areas of learning very well. The excellent relationships established with parents, carers and other early years professionals contribute towards children making good progress in their learning and development. Staff show an appropriate commitment to continuous improvement. Quality assurance and self-evaluation systems are used satisfactorily to monitor the provision and identify future targets, although the setting has committed an offence by failing to inform Ofsted of a significant change to the members of its governing body.

What steps need to be taken to improve provision further?

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

- improve self-evaluation to effectively identify and target priorities for development that will improve the quality of provision for children
- extend opportunities for children to investigate objects and materials and their properties and to learn about change
- extend the range of baking activities to ensure they consistently reinforce messages about healthier choices and provide opportunities for children to sample food from a variety of cultures.

The effectiveness of leadership and management of the early years provision

The provider has committed an offence by failing to notify Ofsted of a change to the members of its governing body. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. As this does not have a detrimental impact on children's safety because these persons do not care for children. Other records, policies and procedures that support the setting to promote positive outcomes for children are appropriately maintained. For example, clear systems for checking the suitability of staff who work directly with the children, are fully in place. Staff have a secure understanding of the settings safeguarding children procedures, which helps to protect children from harm and neglect. Detailed, regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting.

Well qualified and experienced staff provide a flexible service for families and children who attend. They get to know children as individuals, which means that all children's needs are appropriately met. Resources, including staff and the available accommodation are deployed effectively to help maximise children's development and happiness. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice.

The managers are focused on helping children make good progress in their learning and development and self-evaluation is mostly realistic and challenging. Improvements made to date have had a positive impact on the overall quality of the early year's provision and the outcomes for children. The recommendations made at the last inspection have been fully implemented. However, some of the areas for improvement have not been sufficiently identified and leaders do not have a secure enough understanding of the specific legal requirements of the Statutory Framework for the Early Years Foundation Stage.

The setting has developed excellent partnerships, with parents and carers, other childcare providers and external agencies. For example, the managers regularly visit and attend meetings with other early years settings and professionals in the

area to share good practice. Parents and carers are encouraged to take a full and active part in setting. This includes participating in 'Stay and Play' sessions organised with the local children's centre, sharing activities and experiences children have had at home and participating in the weekly library scheme. The views of parents and carers and their children are highly valued and regularly sought and in turn they are kept up-to-date with current events through extensive notices, newsletters and photographic displays. The staff work collaboratively with the family, local schools, early years settings, children's centre and support services to help children succeed and ease important transitions in their young lives. This is particularly true for children with special educational needs and/or disabilities and those who speak English as an additional language.

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

Children are happy and comfortable in the setting and enjoy the play and learning opportunities provided. They operate independently as they choose what they want to do and engage in purposeful play both on their own, in small groups and when participating in adult-led activities. Staff are enthusiastic and skilled practitioners who are effective in supporting children's progress towards the early learning goals. Staff make relevant and regular observations of what children can do and enjoy. A detailed tracking system ensures that any gaps in children's learning are identified and subsequently planned for.

Children are able to choose freely play indoors or outdoors for the majority of the session and a good range of activities and resources are available in both areas. For example, sorting and matching games, dressing up, construction, puzzles and creative art materials. Children listen attentively at group time and eagerly discuss the current theme of outer space. They become engrossed at story time, make suggestions about what is happening and point out the different aliens in the pictures. They join in enthusiastically with singing, recalling the words to familiar songs. Children enjoy using their imagination as they play with role play resources. Their sensory experiences are promoted well as they explore a variety of media and materials, such as chalk, dough, sand and water play. However, opportunities for children to investigate objects and materials and their properties and consider change, are less well developed. Frequent opportunities to count mean that children make good progress in this area and can confidently count beyond 10. They enjoy using information communication and technology equipment such as the computer and operate a wide range of battery operated and programmable toys. As a result they are developing their skills for the future well.

Children experience a good range of regular activities both inside and outside which develop their co-ordination and balance skills. They eagerly participate in physical games, ride on bikes and explore the garden area. A clear sick child policy and the good hygiene routines followed by the children are effective in helping to prevent the spread of infection. Children are learning about the importance of healthy foods. Each day they are provided with nutritious snacks which include fresh fruit such as pineapple and melon. In addition children enjoy regular baking activities, although these do not always consistently reinforce messages about

healthier choices or provide them with opportunities to sample food from a variety of cultures. Staff are fully aware of children's individual dietary requirements and any specific needs are well catered for. During activities children learn about keeping themselves and others safe, such as learning to use play equipment safely. Children's behaviour is consistently managed because staff are clear in their explanations of why something is inappropriate to support children's understanding of right and wrong. As a result children behave very well and are considerate of others.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	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	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:

- ensure systems are in place to inform Ofsted of the name, date of birth, address and telephone number of any member of the governing body. (Changes to people) 08/07/2011

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:

- take action as specified in the compulsory Childcare Register section of the report (Changes to people) 08/07/2011