

Scallywags Activity Club Limited

Inspection report for early years provision

Unique reference number EY411534
Inspection date 29/06/2011
Inspector Diane Ashplant

Setting address The Contact Centre, All Saints Road, Warwick, CV34 5NL

Telephone number 07834241414
Email scallywagskids@yahoo.com
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).

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.

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

Scallywags Kids Club opened in 2002 and re-registered in 2010. It operates from the main hall in the Contact Centre of All Saints Church in Warwick. All children have access to a secure outdoor play area. The club is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 30 children under eight years at any one time. There are currently 62 children on roll, of whom six are in the early years age range. Children over eight also attend. The club is open each weekday from 7.30am to 8.45am and from 3pm to 5.45pm during term time and from 8am to 6pm during school holidays.

Staff walk to take and collect children from the adjacent primary and junior schools. Children attend for a variety of sessions.

There are eight staff who work with the children, of whom six hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club provides a welcoming environment for children and offers a wide range of activities and opportunities to keep them engaged whilst relaxing after school. Staff interact well with children and show a good understanding of how to interest and extend their play and learning. Staff work together with parents to ensure children's needs are well known and provide a setting to include all. There are well-established links with the adjacent schools. Staff provide a consistent and friendly team who know the children well and who show a good commitment to development through training. However, the provision's systems for reflecting on practice and not yet fully developed.

What steps need to be taken to improve provision further?

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

- develop further systems for monitoring and evaluating the provision to identify strengths and prioritize development that will improve the quality of provision for all children
- review the systems for assessing and recording staff's initial and continuing suitability.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a good understanding of their role and responsibilities to protect children from possible harm or neglect and how to pass

on concerns appropriately. Most staff have attended recent training in this area to heighten their awareness. All other procedures are in place to protect children's welfare, such as safe collection and efficient attendance recording and most staff hold current first aid certificates. The staff team work well together and the majority have been at the setting for several years, therefore providing a consistent and comfortable presence for the children. There is a good commitment to training to support continuous improvement and staff informally get together for discussion. All the required documentation for the safe and efficient management of the setting are in place. Management have sound systems for recruitment and selection of staff and the maintenance of staff development. However, these are not formally structured or recorded which may compromise their effectiveness. Children are cared for in a safe and clean environment where staff are always alert to hazards and carry out and record a daily risk assessment check. More unusual activities are risk assessed and any outings carried out in the holidays have rigorous procedures in place to protect children's welfare. Although staff regularly reflect on their practice, any formal systems of self-evaluation are limited, which means that strengths and weaknesses may not always be identified to improve outcomes for children.

Staff provide a welcoming environment for all children and daily set out a wide range of resources to engage the different ages, support their play and give them choices. Staff are well deployed and space is well organised to meet children's needs and regular and easy access to the outdoor area further extends opportunities for children. Although there are currently no children with special educational needs and/or disabilities in the club, some staff have experience in this area and are fully aware of the importance of liaising effectively with parents and other professionals to support any child.

Partnership with parents are open and friendly and staff are easily accessible and welcome parents individually at the door. All required written information is taken on registration, including all appropriate consents, and more is displayed on the noticeboards or shared through the regular newsletters and email. Children in the early years age range have their own key worker who helps them to settle and provides a contact link between school, parents and child, with information taken in the 'all about me' form, helping staff to know what children like and can do. Parents are invited to an open day and get to know what children have done through photos and creations taken home. All policies are available to be seen on request. The close proximity of the local school means teachers and staff know each other well and share information through discussion and the contact books and children attending the activity club after school are often brought over by their teachers. Staff keep themselves up-to-date with the school's programme so they can decide to continue or change themes according to children's preferences.

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

Children enter this club with enthusiasm where they share conversation and activities with friends as they relax after school. They have warm relationships with staff who support them well and are confident to play on their own or together in

groups. Children's health is well promoted through regular access to an outdoor area where they practise their coordination skills on the trampoline, balance on the stepping equipment or skilfully ride their scooters around the road track. Inside, they exercise, following routines on games consoles. Children are encouraged in daily routines, like hand-washing before meals with poster displays to remind them. They enjoy a range of healthy snacks as they sit together around the table and make their own sandwiches or help themselves to drinks. Children are aware of their own responsibility for keeping themselves safe as they walk sensibly from school and know the routine for the use of equipment, such as the trampoline. Children's behaviour is good as they respect the ground rules, take turns and share toys in games, such as boules, outside. They write their names on the whiteboard so they can sort out groups and negotiate turn-taking. Children help in simple tasks, like clearing away after snack time, and understand the need for recycling items to protect the environment. Children take part in activities around the different festivals to develop their knowledge of the wider world, such as Chinese New Year, or research topics studied at school like the Egyptians as they go on special outings in the holidays to museums.

Children have a good range of resources and activities to choose from after snack time and play happily on their own or with friends. Outdoor play is very popular, where not only do they practise physical skills with a range of equipment but use the magnetic wall games for snakes and ladders or noughts and crosses or take turns in games of boules, attentively concentrating to see whose ball gets closest to the jack. They have great fun in the role play area which staff link around children's current interests, such as travel agents, where they book holidays, practise number and writing skills as they record on the booking forms, study travel brochures and take the tickets. Children have a wide range of construction toys where they build and assemble, for example, the pirate castle, as they have fun using their imagination while others enjoy games of chess. Younger children develop early writing skills through a range of resources and draw pictures or use different colours as they make stamp designs. Children create their own designs with ironing beads, carefully choosing the right colour for sequences and then proudly take the ironed item home. They help in cooking activities, such as, making cakes, or develop their interest in nature as they watch the birds at the feeding table or plant in the boxes and grow cress heads.

Children are happily initiating their own play, with staff interacting and supporting as needed. Weekly sessions are flexibly planned to ensure all areas of learning are covered and resources rotated to provide children with interesting choices. The needs of the different children are recognised, with key workers to support the younger ones when required, while older children have their own area for resources, such as the pool table. Observations on post-its and activities captured on photos help staff monitor younger children and ensure they are purposefully engaged.

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	3
The effectiveness of partnerships	3
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
--	---

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

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