

Poulner Freetime Club

Inspection report for early years provision

Unique reference number	110557
Inspection date	07/07/2011
Inspector	Diane Wilkinson

Setting address	Poulner Junior School, North Poulner Road, Ringwood, Hampshire, BH24 3LA
------------------------	---

Telephone number	07870 448183
-------------------------	--------------

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).

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

Poulner Freetime Club is an after school club and holiday play scheme managed by a committee of volunteers. It was registered in 2000 and is on both the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Five members of staff work with the children and all hold appropriate early years qualifications. The facility operates in a community building at Poulner Junior School in Ringwood where children have use of the community room and toilets, including a disabled toilet, a secure outdoor play area with a cover for inclement weather and the school field. It accepts children mainly from Poulner Infant and Junior Schools in term-time and from a wider surrounding area in school holidays. The group is registered to accept 16 children aged from four to under eight years, but also accepts children up to 12 years old. The maximum number for each session is 24. Currently there are 129 children on roll of which five attend the reception class at Poulner Infant School. Sessions are from 3.15pm to 6pm during term time and from 8.30am to 6pm during school holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club supports children's development well through a strong focus on their individual needs and interests. Priority is given to keeping children safe, consequently they are very happy and enjoy the activities. Relationships between club staff and parents and carers are excellent, with the latter being extremely appreciative of the service the club provides. Staff and committee members are continually seeking how to improve the club. Good self-evaluation ensures they are well aware that improvements are needed in assessment procedures and liaison with infant school staff and this gives the club a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- improve assessment by extending the number of observations made on children and adding annotations to photographic evidence in order to obtain a comprehensive picture of children's progress and achievements
- formalise links with infant school staff so that there can be a more consistent approach to planning for the development of children who attend both settings

The effectiveness of leadership and management of the early years provision

The club benefits considerably from the safeguarding expertise of committee members. All policies and procedures are fully up to date and regularly reviewed. Well trained staff, for example in first aid and behaviour management, help keep children safe and free from harm. Supervision both indoors and out is good and staff are very effective at sorting out the small number of disagreements children have.

Leadership and management provided both by the committee and staff members is forward looking and continually evaluates provision to ensure children's welfare and development is effective. The club continues to build well on its success. The accommodation is very good and well organised to support different activities, both indoor and out. Committee members have been very successful in obtaining grant funding to provide secure storage and a well designed, safe outdoor area with a cover for inclement weather. Children's views are sought with regard to resources, so they meet their needs well. The well-trained staff have a good understanding of children's needs in relation to the Early Years Foundation Stage. They are effectively deployed to help all who attend the club to benefit from their time there. This ensures children's equality of opportunity is good. The club is rigorous in discouraging discrimination, effectively challenging stereotypes so that children do not feel limited in their opportunities.

The club is exceptionally good at fostering partnerships in the area to benefit children's learning and development, especially to enhance holiday activities. Through these, a wide range of opportunities are offered to children. The New Forest partnership of out of school clubs helps staff to exchange ideas that are then used to enhance provision. The club is also very proactive in pointing parents to other organisations that will help their children. Very strong links with the local junior school help both settings to share resources. Informal liaison with the infant school is good so that important information is exchanged about children's learning. However, more formal meetings between the club and infant school staff are infrequent.

The school engages exceptionally well with parents and carers who value its work highly and there is a waiting list for all sessions. Parents and carers find the staff extremely friendly and supportive and are totally confident that children are well looked after. The information provided for parents and carers, through newsletters and on the club notice board and website, is excellent. The club is also very good at providing advice for parents and carers on activities for supporting their children at home.

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

Children very much enjoy coming to the club because they are consulted well about activities. They join in these enthusiastically, benefitting from their time there, make good progress in their learning and development and gain skills that prepare them well for the future. Relationships with adults and amongst children

are very good, with staff carefully guiding children to sort out any disagreements. Younger children are made to feel very welcome by the older ones who provide excellent role models for children to copy, especially in how to behave and in using equipment such as the climbing frame safely. As a result, children grow in confidence and self esteem and develop good safety awareness.

Staff are careful to plan activities across all areas of learning, based on a good understanding of the stage at which individual children are working. Older children are especially good at showing the younger ones how to combine activities, for example in using the climbing frame as part of their role play. Committee members willingly use their expertise to enhance activities. For example, two members who are accredited Football Association coaches run soccer training during holiday times. The school field is used to very good effect to support physical development, for example in dribbling a football through the cones. Children also enjoy exploring things: for example looking for minibeasts, and are keen to count how many ladybirds they can spot.

For those children who want to sit quietly there is a good range of activities where they can read, do a puzzle with a friend, draw, paint, design a collage or thread beads to make jewellery. During these times staff are very good at engaging children in conversation which helps support their language development.

Important festivals and events like the recent royal wedding are celebrated.

Children contribute well to the club through taking responsibility for resources, devising their own club rules which help to keep them safe and completing surveys that help staff identify which activities are the most popular and those that few children like. Snacks times are social occasions and children enjoy the healthy food provided. Water is available for whenever they want a drink, and drinking regularly is promoted well during hot weather.

Children have a key worker who keeps a close watch on their progress. A good range of photographic evidence is kept of their achievements although written records are more limited. Staff frequently ask children about what they are doing in school and this, together with information provided by a member of staff who works in both settings, provides secure information on children's learning and development in school. However, meetings for the formal exchange of assessment information are infrequent, which limits the range of information staff have when planning activities to promote children's learning and development further.

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	1

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
--	-----