

Glo Worms

Inspection report for early years provision

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Inspection date	06/07/2011
Inspector	Susan Scott

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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

Glo

Worms opened in 2011 and operates from one room in a Twydall Junior School. It is situated in the town of Gillingham, Kent. All children share access to a secure enclosed outdoor play area. This group is privately owned. The club is registered to care for a maximum of 16 children under eight years at any one time at any one time; of these, none may be under four years. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are 34 children on the register and three of these are in the early years age group. The out of school club is open each weekday from 7am to 9am and 3pm to 6pm for 39 weeks of the year. The out of school club employs three staff. All staff, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are treated as individuals and feel confident to express their requests for play activities but staff are not consistently planning or reviewing the activities and experiences of the children. This results in times when children do not experience a variety of challenges or play experiences that cater for their particular interests, such as playing outside. Staff have informally evaluated the provision for children's welfare, and development although there are no systems in place to ensure all relevant information is shared between schools, parents and the club. The owner has an understanding of the strengths and weaknesses of the provision and they are gradually building upon areas where the programme and resources are lacking. They are keen to support every child and to continuously improve the activities and routines of the club.

What steps need to be taken to improve provision further?

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

- improve children's opportunities to be outdoors so as to embrace the play and learning opportunities available and to promote healthy lifestyles
- consider obtaining parental permission for children to take part in outings
- improve partnerships with the other settings children attend so as to ensure effective continuity and progression by sharing relevant information.

The effectiveness of leadership and management of the early years provision

The owner/manager has up to date training in safeguarding, and all the staff at the club know what to do if they have concerns about a child. There are risk assessments in place and staff perform daily checks and are vigilant about children's safety. There are secure recruitment and vetting procedures and checks to ensure staff are suitable to work with children are obtained. The policies and procedures are available to all users of the setting. Parents are given a range of written information regarding the after school club. They receive regular information about the activities their child participates in. The club records written permission to seek emergency advice or treatment for children, and individual medical or dietary needs are noted for the guidance of staff who are familiar with such needs. Staff have not considered the benefits of obtaining written parental permission for children to take part in outings. Parents wait in the hallway, which is only opened by staff and children are released to their parents. Any visitors to the club are recorded. Daily risk assessments are completed and hazards are noted or removed.

The staff are aware of the importance of working in partnership with the other settings children attend, so as to ensure consistency of care and support for learning. Currently only basic information is shared and staff have not been proactive in developing this further.

Staff demonstrate awareness of the strengths of the club and they are trying to improve the procedures so that children benefit from a provision which is more responsive to their needs. For example, the staff have reviewed systems and implemented improved procedures to keep children safe and ensure their behaviour is good. There are varied toys and resources made available to children by staff but there are limited opportunities for children to select items for themselves. Children can request resources and outdoor play but there is no system to feed this into routine plans.

Children learn to respect each other and are encouraged to acknowledge each other's ideas and beliefs through the celebration of some festivals and they can access a selection of books reflecting diversity. As a result, children develop a generally positive view of society. However, the need to extend resources to reflect positive images of disability has been identified by the manager. The staff have procedures in place to support children with special educational needs and/or disabilities and English as an additional language, although none attend at present.

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

Staff have not put a formal system in place to observe and assess children's achievements although they introduced a system to plan their programme according to children's interests and needs. For example, there are plans for each

day of the week that children can use to put down their preferences and requests for resources and activities. At present, these sheets are not in regular use. The system allows children to choose a variety of toys, games and equipment to extend their play and learning across all areas of learning. Staff provide some support and encouragement for children to enable them to achieve. For example, children enjoy making jewellery with beads and thread and use the computer or the compact disc player with staff on hand to help. They do try to ensure that children enjoy their time at the club although they spend a lot of time preparing, cooking and serving the club meals and this inhibits their ability to interact with children's games and activities.

Staff follow sound hygiene practices and promote children's safety through simple routines, such as cleaning tables before serving food and the use of well understood procedures for the collection of children from school. Children are kept safe in the secure and well maintained premises. At times the lack of information sharing between the club and the schools children are collected from school compromises children's well-being. For instance, children who have had accidents at the schools they attend are not always notified to the club staff so that they can monitor them for any concerns.

Children benefit from clear guidance and from some basic ground rules which are reinforced by staff. They behave very well and respond to request for good behaviour, such as not shouting in the room. Children enjoy playing together in a safe environment and are familiar with safe procedures which they learn when they participate in the walking bus to collect pupils from a neighbouring school. For example, the older children describe how they keep younger children on the inside of the pavement and all children are expected to be able to show how to cross the road safely.

Children really enjoy their meal when they experience a good range of cooked foods whilst sitting at tables in groups of their choosing. They eat sausages, mashed potatoes and yogurt or fruit for dessert. They enjoy shepherds pie, pizzas which they have made and confidently help themselves to drinks which they pour for themselves. They do not consistently eat fresh fruits or vegetables but staff explain these are eaten most days. Children enjoy chatting about their day at school with staff and talk to each other about the activities they are doing. Children extend their learning of healthy eating through discussions about foods and staff place emphasis on good manners which is successful.

Children go outside to play on some occasions, although they do not experience this opportunity after spending the day at school. Children attending the breakfast club enjoy playing on the field and playground, supervised by staff. They experience opportunities to develop their understanding of other cultures and celebrations when they use the varied books and have discussions with staff. Children extend their social skills by playing card games and board games in small groups and work cooperatively together, taking turns. They access games that build upon problem solving skills. Children show independence and make choices about the activities they become involved in and particularly enjoy selecting various craft materials to make beaded jewellery, practising their fine motor skills

and developing designs.

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

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	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