

Just Another 5 Minutes

Inspection report for early years provision

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Inspector

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Setting address

Two Moors Primary School, Cowleymoor Road, Tiverton,
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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).

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

Just Another 5 Minutes is a privately owned out of school and holiday club. It opened in 2005 and operates from Two Moors Primary School in a residential area of Tiverton in Devon. Children have access to the school hall, various classrooms, enclosed outdoor play areas, playing fields and a swimming pool. It provides care from 8am to 6pm on weekdays during the school holidays and the holiday club is open to all children. During the school term care is provided for children from Two Moors Primary School only, from 8am to 9am and from 3.30pm to 6pm, from Monday to Friday.

The club is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is registered to provide care for up to 40 children aged from three to under eight years at any one time. Older children may attend up to the age of 15 years. There are currently 87 children on roll, of these seven are in the early years age group. The club supports children with special educational needs and/or disabilities.

There are three full-time and one part-time staff, plus a volunteer. The manager and deputy both have relevant Level 3 qualifications and the other full-time member of staff is qualified to Level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children really enjoy attending the club and engage in a wide variety of stimulating and imaginative activities. They receive enthusiastic support from staff who ensure children receive appropriate challenge. Staff have a good understanding of the individual needs of the children and overall their welfare is supported by good policies and procedures although that for safeguarding requires some clarification. Children with additional needs are very well supported through strong partnerships with other agencies. The manager and staff show good commitment and capacity to improve the provision by acting positively to feedback from children, parents and carers.

What steps need to be taken to improve provision further?

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

- review the safeguarding policy to ensure clarity, including further detail regarding the procedure to be followed in the event of an allegation being made against a member of staff or volunteer

The effectiveness of leadership and management of the early years provision

Children's safety is given a high priority as the premises are secure, visitors are recorded and daily safety checks completed. Thorough risk assessments ensure children are kept safe on the premises and during outings. There are good systems in place to ensure staff complete regular Criminal Record Bureau checks and are not left unsupervised until checks are complete. Staff have a good understanding of safeguarding and action to be taken if they suspect abuse although the written procedure in the event of an allegation being made against a member of staff or volunteer lacks some detail.

The manager and staff have a clear ambition to ensure good quality provision and regularly update resources and equipment, which are of good standard. They use self-evaluation well to reflect on their practice and make improvements, such as offering care in groups according to age or ability. Feedback from questionnaires completed by children and their parents and carers is acted upon positively, for example remote-controlled cars were purchased at the request of the children. Recommendations made at the last inspection have been implemented, and this has improved the record keeping and security of the premises, enhancing children's safety. This demonstrates a good capacity to maintain continuous improvement.

There are strong partnerships with the host school and information about children is regularly exchanged to provide continuity in their learning and welfare. There are also very good relationships with external agencies to support children, and one-to-one support and emergency placements are provided when needed. This ensures the club is inclusive and caters for children with a range of abilities and backgrounds. Parents and carers are confident their children are well cared for and say their children really enjoy attending. They are pleased with the regular newsletters and information they receive, as well as the opportunity to exchange information about their children on a daily basis with staff who know their children well.

The club has a good commitment to promote equality and diversity. Staff ensure that all children are valued and their individual needs met, for example they ensure that wheelchair users are able to access the full range of activities. Staff enable all children to participate in all the activities they choose, adapting them as appropriate. They ensure children treat each other with respect and learn to appreciate diversity. On occasion parents have visited to share information about different cultures and cuisines.

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

Children are happy and secure in their surroundings and have good relationships with staff. This gives them confidence to explore and take part in new activities. Children generally behave well as they make their own ground rules and staff are skilled in promoting positive behaviour. Staff support children to be independent and make choices in their play, whilst ensuring they remain safe and receive

appropriate support. As a result children make good progress according to their ability and are able to take part in all the activities, which promotes equality of opportunity.

Regular observations ensure that children's individual needs and stages of development are known and are appropriately planned for. Staff evaluate activities to ensure they cover the different areas of learning, appropriate to children's stages of development. They use feedback from children to ensure that activities reflect their interests. Children therefore have a fun experience that engages their interest and provides sufficient challenge for them to progress well.

Children have the opportunity to take part in a variety of activities, both on the premises and off site. Weekly trips to places of interest, camping, swimming and Christmas trips to European theme parks are available. They enjoy many activities to develop their physical skills, such as jumping on the bouncy castle, riding bikes and 'camp building'. Children have great fun using sheets and blankets to build dens and develop their problem solving skills as they work out how to attach them to trees. They swim in the open air pool, supervised by a qualified lifeguard to ensure their safety. The spacious facilities, both indoors and outside, enable children to take part in quiet or more active activities as they choose. They can watch a video or read a book if they need some quiet time, play board games or complete puzzles. There are lots of games and activities that support their numeracy and literacy skills, with the support of staff who encourage them to use numbers or talk about concepts such as shape and colour. Boys and girls join in the craft activities with enthusiasm, using their creative skills to paint glass jars or cut out and decorate paper parrot toys. They learn about technology as they play with remote-controlled cars.

Children learn about healthy lifestyles and make a positive contribution to the club as they look after the school vegetable patch. They have substantial snacks, including toast and fresh fruit, twice a day, with drinks available both indoors and outside so they can help themselves when thirsty. They have lots of fresh air and exercise, running about and playing games in the field. They feel safe and learn how to keep themselves safe as staff take them around the premises discussing safety issues and boundaries with them.

Children learn to relate well to others of different abilities and backgrounds. They develop their personal and social skills as they make decisions and take responsibility for their actions. Their confidence and self-esteem is promoted when their suggestions are put into practice. Overall they are developing good skills to support their future learning.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	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

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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