

Star Club

Inspection report for early years provision

Unique reference number

EY266297

Inspection date

04/08/2011

Inspector

Caren Carpenter

Setting address

Barnhill Community Centre, Ayles Road, Hayes, Middlesex,
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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

Star Club was registered in 2003. The club operates from Barnhill Community Centre. It is a holiday club which runs for two weeks during the summer holidays. Children have access to three halls and three enclosed garden areas. The club serves the local community to enable children to have a safe place to play and to enable parents to access affordable childcare. The club is registered for 50 children aged five to eight years. Children up to 13 years can attend. There are currently nine children in the early years age group on roll. The club is open from Monday to Friday from 10.00am to 3.30pm during the summer holidays. The club supports children with special educational needs and/or disabilities and children with English as an additional language. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club employs 18 staff members, of whom 16 staff hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy themselves at the club. Inclusion is exceptionally successfully promoted as each child is fully involved in the life of the club. Excellent partnerships with parents and other agencies ensure that children's individual and additional are exceptionally well met. Regular self-evaluation by the manager, staff, parents and children effectively identifies areas for development and reflects good capacity for further improvement. Staff protect the children by thoroughly risk assessing the environment and have good understanding about most aspects of safeguarding procedures

What steps need to be taken to improve provision further?

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

- develop staff members' understanding of safeguarding children issues further, to include the action to take if an allegation is made against them.

The effectiveness of leadership and management of the early years provision

Robust and clear vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Staff demonstrate generally good knowledge of safeguarding children. They have received child protection training to ensure that they are fully aware of their roles and responsibilities in protecting children from harm. However, not all staff know the procedure to follow should an allegation be made against them. Robust

recruitment procedures, induction, vetting and ongoing professional development of staff, ensure adults working with the children are happy, confident and capable. Risk assessments are in place to cover all areas of the club, both indoors and outdoors. Comprehensive policies and procedures, and all records required for safe and efficient management to meet all children's needs, are well maintained and reflect current legislation.

Regular self-evaluation by the staff team ensures that priorities for development are identified and acted upon. This results in a setting that is responsive to the needs of its users. The club has successfully addressed the recommendations that were raised at the last inspection. For example, children's and staff arrival and departure times are recorded as required. In addition, fire evacuation notices are clearly displayed further promoting children's safety. Qualified and experienced staff provide a flexible service for families and children who attend. They provide a welcoming environment in which children can choose to relax or be active, with access to a very good range of well-organised resources.

Inclusive practice is a tremendous strength of this club. Children with special educational needs and/or disabilities benefit from a very positive and rewarding experience. They receive excellent on-going one-to-one support from staff that have appropriate experience and skills to ensure their individual needs are successfully met. Staff carry out home visits to enable the club to highly effectively plan for their individual needs. In addition the club liaises exceptionally well with the local authority's disabilities team. This ensures that children's individual needs are met remarkably well from accessing a range of sensory equipment and resources. The effectiveness with which the club promotes equality and diversity reflects in the way the staff are very welcoming to children and their families. Staff help children develop a positive attitude towards people's differences by providing a good range of resources that reflect diversity and by setting a good example of how to respect everyone. Excellent partnerships between parents are in place where they are highly valued as an integral part of the club. Parents receive extremely good quality information, such as regular news letters and access to the policies. The club values parents' and children's comments. Staff seek their views on what they are doing well and what they could do better to ensure continuous improvement of the club. As one parents explained, 'I would feel lost without the club'. Parents also say that staff are extremely friendly and that their children absolutely love coming to the club.

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

Children absolutely enjoy spending time in a relaxed and friendly environment, where staff get to know them well as individuals. Children's learning and development is highly successfully promoted by the club. All children are encouraged to be active participants and are exceptionally well included in the range of activities provided. The enriching range of opportunities offered to the children fully acknowledges their interests and views and successfully supports their learning exceptionally well, especially their physical development. Staff

undertake observations of the children and use these observations very effectively plan for the next step in each child's learning.

Children's personal and social development is heavily featured throughout this club. This is because they are valued by the staff who work with them. For example, when leaving an activity where they have been creating designs to go on display, they are thanked for their contribution and efforts regardless of the length of time they have spent. Children have excellent opportunities to enjoy a superb range of indoor and outdoor activities such as, sewing, cooking, jewellery making, go karts, clay modelling. In addition they are extremely well motivated and supported to organise their own games and set their own targets and boundaries, effectively promoting outstanding outcomes for children's personal, social and emotional development. Children benefit exceptionally well from the adults' calm involvement and understanding of how young children learn. Children use language extremely well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children have a fantastic time playing games where they take turns, work as a team and use individual skills. For example, a visiting football coach to the club provides inspiring opportunities for all children to take part in a friendly and competitive indoor football activity, along with staff and the visiting local community police officers. Children respond with great enthusiasm, clapping and cheering each other on, clearly enjoying this fun and interactive play experience.

Children have a good awareness of routines for personal hygiene as they wash their hands appropriately and attend to their own toileting needs. They enjoy eating their packed lunches and snacks that are prepared by parents. Parents are closely consulted about any dietary needs their children may have and information is recorded. Children recognise when they are thirsty and are offered fresh drinking water throughout the day. Children have daily opportunities for fresh air and exercise, with a particularly excellent range of equipment to help develop their physical skills. Children are encouraged to learn about how to keep themselves safe. For example, they are provided with good first hand experiences during regular visits to the club by local community police officers and fire officers to help them learn about stranger danger and fire safety issues.

Children behave extremely well and show a caring attitude towards each other. They are confident and share good relationships with the staff and their peers. They know what is expected through familiar routines and clear explanations. Staff remind children of the rules and children's views are valued when agreeing codes of conduct for a harmonious group. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

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	1
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	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	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	1
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	1

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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