

Young Adventurers Out of School Care

Inspection report for early years provision

Unique reference number	130519
Inspection date	01/08/2011
Inspector	Maura Pigram
Setting address	The Lincolnsfields Centre, Bushey Hall Drive, Bushey, Hertfordshire, WD23 2ES
Telephone number	01923 233841
Email	
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

Young Adventurers Out of School Care is a charity operated provision and was registered in 1993. It operates from the Lincolnsfield Centre in Bushey, Hertfordshire. The club serves the local area and beyond. It is accessible to all children and there is a fully enclosed area available for outdoor play. In addition, a soft play activity centre, woodland and an animal farm are on site and are used by children and staff.

The club opens Monday to Friday during school holidays. Sessions are from 9am until 5.15pm. Children are able to attend for a variety of sessions. A maximum of children may attend the club at any one time. There are currently 25 children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 12 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs eight members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are developing a satisfactory knowledge and understanding of the Early Years Foundation Stage. Children's learning is promoted as they participate in a varied range of developmentally appropriate play experiences and activities. The staff team ensure there is a positive atmosphere where children are happy and able to have fun, and most children are settled and secure. Staff have friendly but professional relationships with parents, which helps to ensure children's needs are mostly met, and partnerships with others are developing. The majority of documentation needed for the safe and efficient management of the setting has been implemented, although there are areas to improve to ensure children's welfare is fully safeguarded. The long-term manager demonstrates a positive attitude to improvement, although systems to effectively monitor and assess the quality of the provision are not yet fully in place to ensure continued improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff 15/08/2011
- ensure each child is assigned a key person 15/08/2011

(Organisation).

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

- further develop the two-way flow of information with parents to gain knowledge of children's starting points, and use this information to plan the next steps in learning and match these to the expectations of the early learning goals
- review the culture of reflective practice so that it includes children's views and that of their parents or carers, and use this to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding issues through the completion of relevant training. Issues regarding children's and staff's protection are regularly discussed and clarified to ensure all staff members understand their responsibilities. This promotes children's welfare. There are designated members of staff who are responsible for ensuring procedures are effectively followed if there are any concerns about a child. Staff are clear on the procedures to follow in the event of allegations been made against them. However, the written policy does not clearly include this information. This is a breach of a specific legal requirement. Recruitment and vetting procedures are clear to ensure all staff are suitable to care for children. Any volunteers who are awaiting Criminal Records Bureau checks are supervised so that children's welfare is protected.

Staff take positive steps to ensure resources and the environment in which children are cared for are safe. Children are reminded about the holiday club rules prior to all activities, including visits to the soft play areas, the farm and the nearby woodland. Effective systems, such as close supervision and clear explanations, ensure children develop skills for the future. For example, children know what is expected of them and confidently talk about potential dangers and how to keep safe when playing. Satisfactory risk assessments are maintained and are regularly reviewed to ensure children's safety. These include daily checks of the premises, resources and the outside areas visited.

Since the last inspection, recommendations have been generally addressed to improve outcomes for children. For example, attendance records are now effectively maintained as key staff carry registers with them to ensure they are fully aware of children's whereabouts at all times. The contents of the tuck shop have been reviewed and the manager has taken some steps to introduce sweets which have a less damaging effect on children's health. Continual monitoring of this takes place, with consideration given for parents' and children's views. The manager continually seeks further improvement. For example, suitable training programmes for the enthusiastic staff who have various levels of experience in childcare are being investigated. Staff are generally well deployed with staff's

experience considered when allocating roles. Resources and spaces within the grounds, such as the woodland and the indoor soft play area, are well used to promote the outcomes for children.

Documentation required for the safe and efficient management of the setting is reviewed, although systems are not fully effective to demonstrate which documents have been amended or reviewed. Some systems are in place to monitor and evaluate the quality of the provision to encourage reflective practice, self-evaluation and informed discussion to identify the setting's strengths. However, targets for development are not always clear to provide sufficient challenge to improve outcomes for children. Although views of parents and children are welcome, these are not yet used fully in the monitoring process. The partnership between parents and staff is positive, and parents report that they are happy with the care their children receive and the flexibility the provision provides. Parents are provided with a detailed parent information pack on registration and through a communications book and the verbal sharing of information with staff. Children are reminded throughout the day of staff's names and who they can approach if they have any concerns, and one-to-one support is provided if necessary. Staff have good relationships with children and adapt activities to ensure all children feel fully included. Some of the staff have attended the club when they themselves were children, and confidently relay their positive experiences to the children. However, no system is in place to ensure younger children have a key worker. This is a breach of a specific requirement. The lack of a key worker system means that for some children the promotion of some skills, such as language and communication, are potentially missed. Systems for sharing children's progress and achievements are maintained. Links with other settings providing the Early Years Foundation Stage framework are beginning to take place. For example, details of schools children attending are taken so that the provision can liaise with teachers where children attend, which helps to promote continuity in children's care and education.

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

The manager and some staff are developing their knowledge of the Early Years Foundation Stage to enable children to make satisfactory progress towards the early learning goals. Some monitoring of children's learning is in place to show how children are making progress in relation to the Early Years Foundation Stage. Children's interests are obtained through observation of staff and discussions with children in small or large groups. This means that potentially not all starting points to promote children's preferred learning styles and interests are fully known on entry. Planning for the next steps in children's learning does not yet have clear learning intentions or outcomes for individual children.

Overall, children experience a wide range of play experiences which cover the six areas of learning and that help them develop skills for the future. For example, team games help them learn to work together, and they know how to keep themselves safe when taking part in activities, such as physical play or when handling animals. In addition, children's understanding of safety issues is

demonstrated very well through their play. For example, children independently discuss possible dangers when walking to the woods and are able to identify how to keep themselves safe throughout their stay at the club. Mathematical skills are promoted through board games and card games. Creative skills are promoted through an appropriate range of art and craft activities, such as jewellery making, the creation of collages and sticking. Staff use the environment well to arrange interesting outings within the local area. Outings to the woods are very well managed, with children enjoying the freedom to independently explore spaces within a safe environment. They love collecting sticks, building dens, running, jumping and searching for quiz questions which are placed on trees. This effectively promotes their self-esteem. Children who are new or unfamiliar with the woodland are able to explore the woods with the supervision of adults. This means that they develop confidence in their surroundings.

Children's speaking and listening skills are appropriately supported in small group sessions. During play sessions children engage in a wide range of physical activities, both indoors and out, such as roller skating and exploring the resources, such as, slides, swings and wheeled toys in the soft play area. This provides them with opportunities to practice their physical skills and develops their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Steps are taken to promote children's health and to ensure they remain healthy. For example, children are reminded to wash their hands before having their lunch and after visiting the outdoor areas, including any handling of animals. This means that the risk of cross-infection is minimised. Water is always available throughout activities. Children's lunch boxes are monitored to ensure the contents are suitable and suggestions for packed lunches and healthy eating are provided to parents. Children and staff eat their lunches together, which promotes effective social skills. Dietary needs are known and staff are trained in first aid. Children behave well as they know what is expected of them through group and individual discussions. During sessions they are reminded about the 'golden rule' of 'treating each other as you like to be treated yourself'. This means that children are effectively helped to develop positive relationships with others, which contributes to their skills for the future. In addition, they are helped to resolve any disputes and to build positive friendships. They are provided with some responsibilities, such as managing the tuck shop, which promotes their understanding of calculation and numeracy skills.

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

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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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 15/08/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 15/08/2011