

# Pitstop, The - Melton out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY255294
<b>Inspection date</b>	18/08/2011
<b>Inspector</b>	Fiona Robinson
<b>Setting address</b>	Melton CP School, Melton Road, Melton, Woodbridge, Suffolk, IP12 1PG
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<b>Email</b>	
<b>Type of setting</b>	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

Pitstop, The Melton out of School Club was registered in 2003 and operates from the hall and activity area in Melton Primary School, Woodbridge, Suffolk. The club serves the local area. All children share access to a secure, enclosed, outdoor play area and field. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

A maximum of 40 children aged between four and under eight years may attend at any one time. Children up to the age of 12 years may also attend. Currently there are 176 children on roll and of these 19 are in the early years age group. The club is open each weekday during school holidays from 8am to 6pm. Children attend for a variety of the sessions on offer.

There are seven members of staff who work with the children. Of these one holds a National Vocational Qualification (NVQ) at level 4 and is working towards a qualification at level 5, three hold NVQs at level 3 or the equivalent, one is working towards a qualification at level 3, one holds a NVQ at level 2 and is working towards NVQ at level 3 and one is working towards a NVQ at level 2. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the wide range of well-organised games and activities and achieve well. Children are fully included in a range of interesting indoor and outdoor activities and show excellent behaviour. There are excellent links with parents and carers and the host school and information is shared very effectively. The manager and staff have a good knowledge of the club's strengths and areas for improvement. They show a good commitment towards continually improving their practice with the children.

## What steps need to be taken to improve provision further?

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

- develop the range and use of technological resources and programmable toys in activities to further support children's learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is protected well because staff have a good understanding of safeguarding and child protection issues. They ensure that clear, comprehensive policies and procedures are in place and fully implemented. Risk assessments are completed daily to minimise danger. Children are well-supervised indoors and outdoors to keep them safe. Parents and carers follow rigorous collection procedures when collecting their children. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. Outings are well-planned and organised and well-documented risk assessments are in place. There are robust staff recruitment and vetting procedures to ensure that all those having contact with the children are suitable. Children have access to a wide range of well-maintained toys and equipment which are suitable for their age.

The club is well-led and managed. There are good self-evaluation systems in place and good progress has been made since the last inspection. In particular, staff value the views of parents and children and take these into consideration when identifying areas for improvement. Opportunities to use technology are welcomed, however, children do not make full use of resources, such as the digital camera and computer in their activities and learning. Staff evaluate their planning and systems for recording the achievements of the youngest children are being developed further. Staff plan together and make effective use of a good range of resources to meet most of the needs of the children. Equality and diversity is actively promoted to a very high level. Staff ensure children are fully included in all activities and festivals, such as Diwali and Easter, and provide excellent support for children with special educational needs and/or disabilities so they make similar progress to their peers. They liaise regularly with parents, the host school and outside agencies. Activities are regularly monitored and staff attend training opportunities to enhance their qualifications and expertise to support the club's further developments.

Partnerships with parents and carers are outstanding. They receive excellent information about activities, trips and visits via newsletters, the parents' notice board, informal discussions and the website. Staff keep parents and carers well-informed of their children's daily achievements. Parents consider their children experience exciting activities and experiences in a bright, purposeful environment. They are very supportive of fundraising activities, such as charity fundraising events and outings and visits to theme parks and the seaside. There are excellent links with the host school and information is shared very effectively with staff. The club benefits from the use of the outdoor environment of the school. Staff liaise regularly with the children's parents, outside agencies and the school to ensure a smooth transition into club activities. There are also excellent links with the church and the community. For example, staff and children regularly participate in the Remembrance Day service and keep the community well-informed of their experiences in the community newspaper.

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

Activities are well-planned and children achieve well in all areas of learning. Staff involve children well in the planning and selection of activities and value their ideas and contributions. Themes, such as Castles, The Seaside and The Zoo are much enjoyed and enrich their experiences. The outdoor area, adventure trail and field are used effectively for the development of their physical skills. Children behave extremely well and are very kind, thoughtful and considerate of one another. Staff are excellent role models with a consistent approach to managing the children's behaviour. Children independently select activities and make choices and decisions with confidence as they move around the provision. Staff are very experienced in caring for children with special educational needs and/or disabilities and support them very well in their play, so they are able to play a full part in what the club has to offer. Children are provided with a wide range of resources and activities which promote a very positive view of other cultures in Africa, India and the wider community. They experience an excellent range of visits and talk with excitement about searching for crabs at Walberswick beach, their forest school activities, bird watching at Minsmere nature reserve and visits to Orford Castle and Framlingham Castle.

Children have a good understanding of keeping healthy and safe. They are encouraged to make healthy decisions and are positive about leading an active lifestyle. Children make healthy choices at snack time and use equipment safely as they help prepare pizzas with healthy toppings, fruit salads, hotdogs and jam tarts. Their physical skills are developed well as they play football, rounders, tennis and run in relay races. Children are keen to manoeuvre around obstacle courses and climb, balance and crawl through the activity trail, which improves their coordination skills. They benefit from talks on fire and road safety from the staff and police service and understand about avoiding hazards in their environment. Indoors, they have space to move about in safety and enjoy taking part in activities, such as table tennis and musical statues.

Children readily participate in interesting and exciting activities and achieve well. Their creative skills are developed well through glass painting, beadwork and clay. They concentrate well as they design and make picture frames and models out of wood. They are keen to play board games and cooperate well as they make up dances to perform for one another. They cooperate very well when playing parachute games and enjoy building dens indoors and outdoors. Children respond well to the care and support given by staff. Their communication, language and literacy skills are developed well through role play in the castle and restaurant. They also enjoy practising their circus skills in the outdoor area. Overall, children are prepared well for life outside the school day and their future learning experiences.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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