

Hotspots

Inspection report for early years provision

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106966

Inspection date

13/09/2011

Inspector

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Setting address

Hotwells Primary School, Hope Chapel Hill, Bristol, Avon,
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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

H.A.N.D.S. (Hotwells and Neighbourhood Day Care Scheme) After School and Holiday Play Scheme was registered in 1980. It is called Hotspots. It is managed by a voluntary parent committee. It operates from Hotwells primary school in Bristol. The setting operates from the lower hall, nursery classroom and enclosed outdoor play area. Children attend from Hotwells primary school. The after school play scheme opens each weekday during school term times from 3.30pm to 6pm. The holiday play scheme opens each weekday during school holiday periods, half-terms, and in-service days from 8.30am to 6pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time, all of whom may be in the early years age range. Currently there are 29 children on roll, of which two are in the early years age range. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting has two members of staff working with the children. They have early years qualifications at level two or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident, settle well and make appropriate progress in their learning and development. The learning environment is safe, suitably planned with overall satisfactory resources within easy reach of all children. It generally positively promotes equality and diversity. Partnerships with parents and other settings are satisfactory overall. The manager and staff have an acceptable understanding of the strengths and weaknesses of the provision and take sufficient steps to improve it. Leaders and managers communicate adequately ambition and drive and secure satisfactory improvement.

What steps need to be taken to improve provision further?

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

- keep records of the information used to assess suitability to demonstrate to Ofsted that checks have been done. Such records must include the unique reference numbers of CRB Disclosures obtained and the date on which they were obtained (Suitable

27/10/2011

People).

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

- develop further resources that will help the children learn more about other people's cultures in order to understand and celebrate the similarities and differences in a diverse society
- develop systems for self-evaluation to include more input from staff, parents and children to identify strengths priorities for future improvements
- enhance the two-way flow of information with the local school in order to support a collaborative approach to children's care and learning

The effectiveness of leadership and management of the early years provision

Sound safeguarding procedures and appropriate recruitment strategies ensure staff working with the children undergo suitability checks. However, not all records that assess suitability of staff are recorded. There is no impact on children's welfare as the manager has undergone suitable vetting checks and no unchecked person has unsupervised access to children. Staff understand their safeguarding responsibilities, so that children are satisfactorily protected and cared for in a safe and secure environment. Acceptable risk assessments ensure effective actions are taken to minimise or eliminate risks to children.

Self-evaluation is undertaken largely by the manager and appropriately identifies the strengths and weaknesses of the provision. However, self-evaluation does not involve all staff, parents and children to more accurately evaluate the strengths and weaknesses of the setting. Leadership and management are sufficiently confident about what the setting needs to do to improve further and have been fairly successful in making and sustaining improvements. They have successfully addressed all recommendations raised at the last inspection. Staff are satisfactorily deployed and have an adequate understanding of their roles and responsibilities. An appropriate range of policies and procedures guide staff practice and are implemented suitably to promote children's health and welfare.

There is a sound partnership with parents, who comment positively about the setting. Staff work willingly with parents to settle children and ensure that individual needs are addressed appropriately. Parents are included in the life of the setting through newsletters, daily discussions and notice boards, which display useful information. Staff show a satisfactory awareness and understanding of equality and diversity, enabling them to provide a service which is inclusive to all. However, children do not have many opportunities to play with resources to teach them about diversity and the broader cultures in which they live. Adequate information is obtained from parents initially, when children are settling in, to ensure that staff are suitably aware of children's individual needs. The setting has established sound links with the local primary school from where it operates. However, there are limited occasions to share observations, assessment and

planning between the settings to collaboratively support children's care and learning. There is appropriate liaison with other agencies supporting children with additional needs in order that expertise is shared with families requiring it.

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

Children are happy and settled and understand the routines of the setting. They demonstrate adequate levels of independence and a willingness to tackle self-chosen and adult-led play. The environment is appropriately presented and offers a sufficiently stimulating environment for children. Staff plan adequately so that activities are appropriate to each child's stage of development.

Staff track children's progress suitably and plan appropriate activities that take into consideration the individual interests of children and offer new and acceptable challenges across areas of learning. There are daily opportunities for outdoor play. Children are sufficiently praised and their achievements valued. This helps them develop an appropriate understanding of expected behaviour, like being kind, sharing toys and taking turns. Children are appropriately motivated and interested in the activities and resources available to them. They show acceptable levels of concentration and play purposefully. Children behave appropriately. Input from other professionals has enabled staff to develop satisfactory strategies to support children with additional needs. Staff model language appropriately, increasing children's vocabulary. For example, staff help children to deepen their understanding and develop their explanations by effectively questioning. Staff appropriately promote equality and diversity and tackle unfair discrimination. They identify a child's need for additional support as early as possible.

Children show delight in their play as they create accessories from recycled materials for a manikin. They willingly build models to support their imaginary play from construction apparatus. Children have good opportunities for physical exercise outside using a range of high quality outdoor play equipment where they can improve their balancing, jumping, and climbing skills. The setting has resources that enhance the development of children's skills for the future. For example, there is an electronic game that children use with ease. Children's knowledge and understanding of the world around them is promoted appropriately through engaging daily play in the outside play area. Children's independence is promoted adequately as they decide for themselves which fruit to eat at snack time. They get a cup and pour their own water competently when they want a drink. Children confidently move around the setting choosing and directing their own play and learning because resources and activities are suitably accessible to all. There are adequately resourced quiet areas for children. Satisfactory hygiene practices are fostered. Snacks are nutritious. Children are learning about how to keep themselves safe and to take risks within a safe environment.

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