

The Tic Toc Club

Inspection report for early years provision

Unique reference number	301878
Inspection date	29/09/2011
Inspector	Cathryn Parry

Setting address	Alnwick South First School, The Avenue, Alnwick, Northumberland, NE66 1UL
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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).

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

The Tic Toc Club is registered as a charity, owned by a company with limited liability and managed by a voluntary committee. It was registered in the current premises in 1998 and operates from rooms within the Sure Start Children's Centre building in Alnwick, designated rooms in Alnwick South First School and a mobile classroom in the school grounds. The setting is situated in the residential area of Alnwick in Northumberland. Children access a secure enclosed outdoor play area. The setting provides before and after school care and is open Monday to Friday from 7.30am to 8.45am and from 3pm to 5.45pm during term time. The setting offers care during the school holidays and is open Monday to Friday from 8am to 5.45pm. A playgroup facility is also available, which is open Monday to Friday from 8.45am to 11.15am during term time. A lunch club operates Monday to Friday from 11.15am to 12.30pm during term time. The setting as a whole closes for bank holidays and the week between Christmas and New Year.

The setting is registered to care for a maximum of 32 children aged from two years to under eight years at any one time. It also offers care to children aged eight years to 13 years. There are currently 100 children on roll, of whom 50 are under eight years. Of these, 46 are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are nine permanent members of staff, including the manager, who work directly with the children. Of these, four hold a qualification at level 3 in early years and five hold a qualification at level 3 in playwork. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff provide a welcoming, safe and inclusive environment for all children and their families. Appropriate levels of support are provided to ensure all children have opportunities to make steady progress in their learning and development. Systems for planning activities and observing children in the playgroup are developing. There is an appropriate range of resources, which are mostly used well to support children's learning. Systems in the playgroup for sharing information with other providers of the Early Years Foundation Stage are in their infancy. The manager evaluates practice within the setting adequately, to ensure continuous improvement is satisfactorily maintained.

What steps need to be taken to improve provision further?

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

- develop further systems for planning activities and observing children, including matching observations to the expectations of the early learning goals
- develop further opportunities for all children to use information and communication technology to support their learning
- develop further systems to ensure continuity by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- improve resources and activities to nurture children's understanding of peoples different needs and cultures.

The effectiveness of leadership and management of the early years provision

Children are well protected through clear safeguarding procedures and the good understanding of child protection issues by the staff. Highly effective recruitment, employment and induction procedures are in place and implemented well to protect children. This ensures all staff are checked with regard to their experience, qualifications and suitability to care for children. Children's safety is enhanced with regular risk assessments and thorough daily safety checks of the premises and for any outings. Children benefit from the staff attending a selection of training courses. Resources are stored at the children's height to satisfactorily promote free choice and independence.

Equality and diversity is satisfactorily promoted throughout all aspects of the setting. Information is shared verbally with parents and carers daily, which enables them to continue their children's learning at home through similar activities. Staff link with other professionals to ensure individual needs are appropriately met. These relationships are particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. Partnerships with other practitioners where children receive care and education in more than one setting are better established for those attending the out of school club. Staff in the playgroup have not fully explored such relationships. This impacts on continuity with regard to them complementing and extending activities and learning.

The manager is motivated to seek further improvement. Systems for self-evaluation are satisfactory. The manager and senior staff reflect on the setting as whole, identifying any training or resources needed to improve outcomes for children. They gain verbal feedback from parents, carers and the children. Consequently they are able to satisfactorily tailor the learning and development opportunities provided to those currently attending. The recommendation raised at the previous inspection has been positively addressed. This has a favourable impact on safeguarding children.

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

Staff have a suitable understanding of the Early Years Foundation Stage framework and implement it appropriately. They plan activities ensuring the six area of learning are covered. Assigned key staff undertake regular observations of children. However, these are not consistently linked to the expectations of the early learning goals in order to effectively inform future plans.

Children settle quickly and happily on arrival at the playgroup and out of school club. They celebrate some festivals, such as Chinese New Year and Christmas, which nurtures their awareness of different traditions and beliefs. However, there are few resources or other activities to promote children's understanding of people's different needs and other cultures. The flexible routine enables them to make independent decisions and choices, raising their self-confidence.

Children are gaining a suitable understanding of the natural world, for instance when planting and nurturing peas and carrots. Their communication skills are fostered appropriately, resulting in regular interactions between themselves and the staff. Children enjoy mark making and are developing their hand and eye coordination appropriately. Problem solving, reasoning and numeracy skills are appropriately nurtured through the provision of puzzles, weighing and sorting activities. Children express their creativity through various mediums, such as, painting, playing musical instruments and making models. They explore, test and develop physical control, for instance when playing cricket, pushing the dolls in the buggies and using tricycles. Children in playgroup have fewer opportunities to use information and communication technology to support their learning. This impacts on children further developing skills in this area.

Children demonstrate a strong sense of belonging due to the staff's friendly and approachable disposition. They are developing a good understanding of how to keep themselves safe as they practise the evacuation procedure regularly and use a range of tools and resources safely. Children have a growing awareness of healthy food options, which is fostered through appropriate discussions and related activities. Children are beginning to understand simple health and hygiene practices as they wash their hands before snack, and after using the toilet. They adequately develop skills for the future as they start to develop co-operation skills and negotiate with their peers.

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	2
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	2
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

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

Met