

Village Hideout

Inspection report for early years provision

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Inspection date	05/10/2011
Inspector	Jayne Rooke
Setting address	Kinoulton Village Hall, Main Street, Kinoulton, NOTTINGHAM, NG12 3EL
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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

Village Hideout registered in 2011 and was previously known as Kinoulton Out Of School Club. It is one of three settings owned by the same provider. The setting operates from Kinoulton Village Hall in the Rushcliffe district of Nottinghamshire. It serves the local area and has strong links with the school and pre-school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday from 7.30am to 8.50am and 3.30pm to 6pm, during school term times. Children are able to attend for a variety of sessions. A maximum of 25 children from three to under eight years, may attend the setting at any one time, all of whom may be on the Early Years Register. There are currently six children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five to 13 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It has systems in place to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of child care staff, of these four hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children feel happy and settled within this well-organised and inclusive environment. They are actively engaged in stimulating and interesting games and activities, which they thoroughly enjoy. Observation and assessment information is used well to inform future planning, based on children's interests, abilities and capabilities. Consistent behaviour management systems generally promote positive outcomes in children's behaviour. Strong and trusting partnerships with all those involved in each child's care are well established, supporting children's individual needs. Self-review systems are used appropriately to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- revise the behaviour management policy regarding the 'time-out' strategies used to manage children's behaviour.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective, leading to children's safe care. All staff are clear about what to do if they have concerns about a child's well-being. They conduct and maintain thorough risk assessments of the premises and closely supervise children at all times. Children demonstrate safe behaviour during their play and everyday routines and confidently describe what to do if there is a fire emergency. All of the necessary information and consents are accurately recorded and consistent policies inform effective practice. This ensures the safe and efficient management of the setting.

Staff demonstrate a positive regard towards equality and diversity. They encourage children to build strong friendships within the setting and the local community. Well-planned activities and resources are used effectively as a springboard for discussion, about people who have different lifestyles, religions, ethnicity and abilities. This helps children to respect and value the needs, customs, traditions and beliefs of others.

Self-evaluation systems are used appropriately to identify areas of strength and aspects for improvement, taking into account the views and feelings of the staff, the children and their parents. As a result, effective changes are made to extend the range of healthy food available for meal times and to increase the range of toys and equipment for the age range of children attending.

Staff are committed to developing their professional knowledge, attending an ongoing programme of internal and external training events. They use their skills and expertise wisely, encouraging children's interests and abilities through a varied range of learning experiences. They successfully organise a bright and stimulating environment in which children feel comfortable and safe. They build strong and trusting relationships with parents and carers, keeping them well informed of their child's care and educational progress. They have strong links with the local school and other community providers and advisory services, to ensure that all children receive appropriate care and support. Comments received from parents and children are positive and complimentary, demonstrating their complete satisfaction with all aspects of the provision.

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

Children are actively engaged in a broad range of stimulating play and learning experiences, which help them to make good progress towards the early learning goals. Staff are interested in what children say and do, planning activities and events which add meaning and purpose to children's learning. For example, children feel comfortable and confident with familiar routines, managing their self-help and personal hygiene routines very well. They have many opportunities for small and large group play and social interaction at meal times, developing

awareness of their own needs and the views and feelings of others. They understand the need for rules to keep themselves safe, such as not going over the line into the kitchen in case they might hurt themselves. They explain clearly the consequences of 'time out' if they do not follow the rules, but sometimes feel 'embarrassed' if they have to sit on the 'naughty chair'. This potentially impacts on children's emotional well-being. However, staff deal sensitively with any behaviour issues, offering children support and re-assurance to help them resolve incidents of unacceptable behaviour.

Children express their creativity and imagination in many ways. They thoroughly enjoy art and craft activities, using a range of tools and materials to write, draw and construct. They confidently describe how to use stencils to create patterns and pictures, identifying the difference between small, medium and large objects. They concentrate intently as they build complex construction models, taking care not to break them when they use them in their play. A wide range of dressing up clothes is freely available to all children, encouraging them to express their thoughts, feelings and emotions. Children chat happily about the things they like to do, forming strong and trusting friendships with adults and each other. They are actively involved in group games which encourage them to negotiate, take turns and solve simple problems. Books are readily accessible so that children can sit and have a quiet read at any time. Pictures and posters are prominently displayed around the setting, depicting different languages and ethnicity. This helps children to develop positive attitudes towards diversity.

Children enjoy opportunities for quiet and active play indoors and outside, which provides a good balance of physical and restful activity. They use familiar technology equipment, such as hand-held computer games in their everyday play and activate simple programmes on the game board. They observe the changing seasons, using their senses to see, hear, touch and smell a variety of natural objects. They explore different textures as they make clay models and touchy-feely pictures, proudly showing their creations to their parents at home time.

Children develop an excellent approach to leading a healthy lifestyle. They talk enthusiastically about what type of food is good to eat, tucking heartily into freshly prepared salad and vegetable snacks. They know that lots of outdoor play helps them to get plenty of fresh air and exercise. They explain clearly that they must take care not to get sunburnt when it is hot and sunny. Consequently, children develop good levels of confidence in all aspects of their learning and development.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	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	1
The extent to which children make a positive contribution	2
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