

The Terrapins Out of Hours Club

Inspection report for early years provision

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Inspector

Carol Warrant

Setting address

Swindon Village Primary School, Church Road, Swindon
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Type of setting

Childcare - Non-Domestic

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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

The Terrapins Out-of-Hours Club was registered in 2007. It operates in separate accommodation within the grounds of Swindon Village Primary School and has use of the playground and field of the host school. The setting is registered to care for up to 22 children under eight years, all of whom may be in the early years age range. Children from the school attend the setting. The group is open five days a week after school, from 3.15pm to 6pm, and from 7.40am to 8.40am before school, during term times. There are currently 22 children on the roll, nine of whom are of the Early Years age range. There are five members of staff who work with the children, all of whom have relevant childcare qualifications and experience. The manager and two other members of staff hold level 3 qualifications. At the time of the inspection the setting was in temporary accommodation due to building works at the host school. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting which offers a secure and inclusive place for children to relax and learn both before and after the school day. The setting provides a good range of activities which the children enjoy and which meet their needs well. The setting liaises well with the host school on operational matters and children's welfare needs, but this partnership does not regularly include discussion of children's learning and progress. The setting has a good capacity to improve further due to the vigilant and reflective approach taken by the management, although formal self-evaluation is not yet fully developed.

What steps need to be taken to improve provision further?

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

- further develop systems of self-evaluation to enable sharper identification of areas for improvement and to enhance outcomes for children
- regularly share relevant information about children's learning and development with the host school to ensure greater continuity and coherence

The effectiveness of leadership and management of the early years provision

All required safeguarding procedures and policies are in place to ensure the children are kept safe and secure. Leaders and managers check staff for their suitability to work with children. Risk assessments are carried out regularly to

ensure the premises and activities are safe and any potential hazards are dealt with correctly. There are regular fire practices. Documentation for the setting is good and there are clear policies which are understood by all. All staff hold appropriate first aid qualifications. Records are kept and updated regularly, for example, if children sustain a minor injury, parents are informed of this when they collect their child at the end of the session. Leaders embed ambition and drive improvement well and the recommendation from the previous inspection has been fully addressed. At the time of the inspection, the setting was in temporary accommodation, due to building work at the host school. The setting worked hard to minimise disruption caused by the move and fully involved the children in planning the layout of the new room. The manager has a clear vision for the setting and those who work in the setting are all involved in seeking ways it can continue to improve. All involved have begun to evaluate the effectiveness of the setting; however self-evaluation is at a developmental stage and is not formally recorded. The manager and staff demonstrate a strong commitment to improving their own skills and knowledge and ongoing training is a strong feature which impacts positively on provision and outcomes for all children in the setting. Staff obviously enjoy their time with the children and relationships between adults and children are very positive. The setting's policy for equality and diversity is enacted in its everyday life. Children of all ages and backgrounds play and work well together. Staff ensure that every child gets the opportunity to be involved in all the activities. This ensures that children are happy, included and able to make good progress, whatever their background or needs. The setting has a range of resources for the children to select, which they say they enjoy, and these are reviewed regularly. Resources are appropriate for the children's ages and children engage with them productively. The setting works well in partnership with the host school with regard to operational matters and the day to day welfare of children. Leaders are seeking ways to liaise more closely about children's progress towards the early learning goals. Partnership with parents and carers is strong with positive views expressed by parents. Parents are provided with regular information through the parent notice board, information leaflets and informal discussion about their children's welfare and progress.

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

Children come in happily to the setting; they settle quickly, choose activities and are keen to partake of the prepared healthy snacks of toast or fresh fruit and raw vegetables. In this way healthy eating is promoted, water and fruit juice are provided and staff are vigilant in ensuring hygiene routines are followed. The children understand the need to wash their hands before snack time. Consequently, the extent to which the setting promotes healthy lifestyles is good.

Children are prepared to wait their turn, for example if they have requested toast for their snack. They are very keen to go outdoors and get active, either playing football or testing their skills in coordination and control. Resources are appropriate for their needs and offer scope for them to develop their skills, use their

imagination and develop creativity. Children have good access to information and communication technology which encourages their development of skills for the future.

As the setting is held on the school premises, children know their surroundings well, and so feel safe and secure. They make effective use of the outdoor area, which has plenty of room for active play. Staff promote skills well, asking pertinent questions and getting children to engage in sustained thinking, for example how to solve simple problems when making play dough which was too sticky; more flour was added at the suggestion of the children, great fun was had and descriptive language developed well during this activity. There are good, detailed observations of what children can do and achieve and these are recorded in individual folders for each child. The children are happy, friendly and make a positive contribution in their attitudes to each other and the way in which they behave and get along together. They are well-mannered and look after their own belongings and themselves. There is a pleasant family atmosphere in the setting and children respond well to this and treat each other and adults respectfully. They enjoy drawing and table top games. Planned themed nights are a favourite of the children and the 'cosy area' is particularly popular as a place to relax after school. They were very happy to play outside during the inspection because of the lovely weather. They are aware of the routines, know the types of activities that are available and are keen to be active participants in what is offered.

Children of all backgrounds play and work well together. The children's involvement in planning the layout and where things would go in the temporary accommodation helped greatly in their feeling of ownership and encouraged them to contribute ideas and suggestions. The children enthusiastically suggest themes and activities for each session which are recorded on the weekly timetable; movie theme nights and healthy pizza making are particular favourites.

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	3
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

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

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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