

Meadow Primary Out of School Care

Inspection report for early years provision

Unique reference number

122498

Inspection date

12/10/2011

Inspector

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Setting address

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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

Meadow Primary Out of School Care Club was registered in 2001 and operates from Meadow Primary School in Epsom, Surrey. The club also serves the pupils of Nonsuch Primary School, which is easily accessible across the school playing fields. The setting offers out of school care before and after school, and during school holidays. Children are based in their own premises within the school grounds and have access to an enclosed outdoor area.

A maximum of 65 children may attend the setting at any one time and it is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is open each weekday during school term time from 7.30am to 8.50am and 3pm to 6pm. During the school holidays it is open from 8am to 5.30pm.

There are currently 17 children on roll in the early years age group and 193 children on roll aged from five to 11 years. The setting supports children with special educational needs and/or disabilities. The setting employs 17 members of staff. Of these, eight hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are very well supported in the Early Years Foundation Stage; staff have a good understanding of the children's unique needs and interests. The children are very happy, secure and thoroughly enjoy their time within the club. Partnership working is good in all aspects; this effective liaison with parents and the school contributes to improvements in children's achievement, well-being and development. The club shows a strong drive and commitment to its continuous improvement, including by seeking the views of both children and parents. Systems for evaluating the provision and identifying priorities for improvement are an area for development, to enhance the outcomes for children even further.

What steps need to be taken to improve provision further?

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

- develop further the systems for self-evaluation and identifying priorities for improvement.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are extremely robust, clearly understood by all staff and contribute to excellent outcomes for every child. Comprehensive security measures, such as the closed-circuit television system, along with staff's vigilance and thorough understanding of their roles and responsibilities help to keep children safe. Mandatory documentation is in place, appropriately recorded and stored securely for confidentiality. This contributes to the safe management of the club and the overall welfare of the children.

The children greatly benefit from the superb and spacious physical environment in which they are cared for. They are able to spend time playing with their own age group in their base rooms, which are comfortable, inviting and child-friendly, as well as with all age groups at snack time and during outdoor play. Staff are enthusiastic, act as positive role models and work very well together as a team. This ensures the day runs smoothly and children are very well cared for.

Equality and diversity filters through all aspects of the club, from the resources and displays, to the practices of staff and children's behaviour. They teach children across all age ranges about respect, taking turns and being considerate to each other. Parents are asked to provide information about their children, such as any special educational needs and/or disabilities to help staff tailor the provision to their needs as effectively as possible. Staff keep parents up to date with information about the club's activities through the notice board and verbal feedback. Parents' involvement with the club is sought, as they are invited to join the committee and to help with fundraising. Staff drive improvement through identifying priorities, such as the expansion of the premises, in order to enhance the provision for children even further. They reflect on their practice, somewhat informally, through discussion, staff meetings and by seeking the views of children and parents alike; they are also beginning to use a quality improvement handbook to reflect on how they promote the five Every Child Matters outcomes for children. Their reflective practice is an area to develop further, so that key priorities can be clearly identified and improvements made.

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

Children comment on how they enjoy coming to the club because there is so much for them to do; this is evident in how happy they are there. They are highly active learners, who confidently decide what to do and play with, both in and outdoors; consequently, they have a lot of fun. The environment is harmonious because staff know the children exceptionally well. They are therefore able to identify and support their individual needs appropriately, which helps narrow any achievement gaps. They have a delightful rapport with the children, supporting and extending their learning and development extremely well. This also helps children gain important skills for the future in the form of literacy, numeracy and technology.

Children enjoy a broad range of interesting and varied activities, which include planned adult-led experiences, such as sports activities, dance and drama and child-initiated activities, such as making models using plastic construction shapes, art, craft and role play. They delight in playing ring games, such as 'duck, duck, goose' which helps their developing communication and language skills, along with turn-taking. Football, cricket, skipping and playing tag games are very popular and enable them to play together, negotiate and expend physical energy; this successfully contributes to their good health. Children are given space and time to play, chat and draw alongside their peers, because staff respect the need for them to have time to play by themselves; this fosters their self-esteem and confidence extremely well.

Children show an excellent understanding of how to stay healthy and safe. Rough and tumble games provide them with invaluable opportunities to take manageable risks and learn how to control their bodies. They practise very good hygiene, for example, knowing to wash their hands before eating snack and staff contribute to their good health by keeping the environment clean and tidy. Their good health is supported through eating a range of nutritious snacks and breakfast and when bringing in a packed lunch from home during the school holidays. Drinks of water are freely available, as well as drinks of fruit juice at snack times, to prevent the children getting thirsty. Regular evacuation drills, ground rules and discussions about bullying increase children's understanding about their personal safety and well-being. Staff support children's emotional welfare extremely well because they are attentive, supportive and very caring. The children learn important messages about right and wrong through clear ground rules and behaviour expectations. This is reflected in the good manners they use when asking for things.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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