

First Friends After School Club

Inspection report for early years provision

Unique reference number EY332468
Inspection date 12/10/2011
Inspector Tara Street

Setting address Parkview Primary School, Springwood Drive, Oakwood,
Derby, Derbyshire, DE21 2RQ

Telephone number 01332 835 439

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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

First Friends After School Club is privately owned and managed by First Friends P.D.N Limited. It was registered in 2006 and operates from the community room and school hall of Parkview Primary School in Oakwood, Derby. Children have access to a secure, enclosed outdoor play area. A maximum of 26 children aged under eight years may attend the setting at any one time. The setting currently takes children from three years of age and also offers care to children aged eight years to 11 years. The setting serves children who attend the host school only. The setting is open Monday to Friday from 7.30am to 9am and from 3.15pm to 6pm during term time.

There are currently 50 children on roll. Of these, 24 are under eight years and of these eight are within the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff, including the manager, who work directly with the children. Of these, one holds a qualification at level 4 in early years, two hold qualifications at level 3 in playwork and one holds a qualification at level 2 in early years and is currently working towards a qualification at level 3. The setting is a member of the '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Staff are professional and work hard to maintain a high standard of care and education. Overall, the setting offers a stimulating and challenging environment where children's learning needs are successfully promoted. Most policies and procedures are implemented effectively to safeguard and promote children's welfare. Children's progress is enhanced through effective communication with parents, carers and other early years professionals. Recommendations from the last inspection have been fully addressed, while effective self-evaluation means there is a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review risk assessment so that it covers anything to which a child may come into contact with, with particular regard to the woods and trim trail in the

- school grounds
- provide additional opportunities for children to independently use information and communication technology and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as staff clearly understand their responsibilities in the event of a child protection concern or allegation. Safeguarding is prioritised, and exemplified by the effective recruitment, employment and induction procedures that help to ensure that staff are suitable to work with children. Regular risk assessments ensure hazards are reduced. However, these do not cover everything with which a child may come into contact, with particular regard to the woods and nature and trim trail in the school grounds. Staff do supervise children closely during all activities provided and follow a clear site security policy to ensure children can play safely and enjoy their time at the setting.

The management have high aspirations for good quality care and education through ongoing improvement. They undertake regular staff appraisals to identify future training needs and all staff are involved in effective self-evaluation of the provision and outcomes for children. Staff deployment is effective and resources and equipment are used imaginatively to meet the needs of the individual children.

The manager and staff actively promote equality and diversity in the setting by ensuring all children's individual needs are fully met. Clear policies and procedures are in place and implemented effectively for children with special educational needs and/or disabilities. The relationship with the host school is good and clear links have been established with other early years professionals to ensure children's care and welfare needs are effectively planned for. Staff engage well with parents and carers and regularly discuss aspects of their child's learning and development with them. Good quality information is shared with parents and carers through policies and procedures, newsletters and notice boards. The management has introduced questionnaires for parents and carers and this enables staff to support the setting's desire for continuous improvement.

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

Children are cared for in a warm, welcoming and inclusive environment. Planning is flexible, taking into account children's interests, capabilities and requests and covers all areas of learning well. Children can freely choose from indoor and outdoor activities throughout the session as both are available at all times. The indoor play space is arranged effectively to provide good levels of challenge which is appropriate to children's age and stage of development.

Children develop their writing skills well as they draw and create pictures. Mark-

making and writing materials are in abundance, allowing children to freely access them. Children confidently instigate their own play and use their imagination well. For example, they eagerly create animal puppets from yogurt pots, glue and coloured paper or make key rings and fridge magnets. They communicate and use language well, as they examine and describe the worms, snail, ladybird and woodlouse they have collected from the nature area. All children independently access and use the various puzzles, construction kits and tabletop games, which extend their problem solving skills. They show a good understanding of numbers as they count during board games and when playing a game of dominos. These activities positively develop their skills for the future. Children enjoy a wide range of resources, which support their understanding of other cultures and backgrounds. Children's information and communication technology skills are generally promoted as they experience regular opportunities to access a laptop computer, CD player and digital camera. However, other opportunities for children to independently explore technology such as battery operated and programmable toys are less well developed. Relationships between children are good and they play together cheerfully, sharing ideas and equipment sensibly. The positive contribution of older children also helps those in the Early Years Foundation Stage to make progress. The older children often help younger ones, join in their games and are very caring towards them.

Children's health and welfare requirements are met very well. They enjoy a good range of healthy snacks and have constant access to drinks. They have daily opportunities to develop their physical skills through the well equipped outdoor play area and have the use of the school climbing equipment for other physical activities. Good personal hygiene routines are encouraged as they independently use the toilet and wash their hands at appropriate times. Good praise and attention from the staff ensures children behave well and they learn to respect each other and the environment. Staff effectively support children's understanding of staying safe through daily discussion and planned activities; such as recognising hazards in the environment, and using equipment safely.

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

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

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