

Time Out Childcare

Inspection report for early years provision

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| Unique reference number | 110385 |
| Inspection date | 07/11/2011 |
| Inspector | Lynn Reeves |

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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

Time Out Childcare, Whiteley is one of five clubs run by Time Out Childcare. The breakfast and after school club registered in 1999 and operates from Whiteley Primary School, Fareham, Hampshire. A maximum of 42 children between the ages of four and under eight years may attend the group at any one time. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday 7.30am to 8.45am and 3.15pm to 6.00pm term time only and serves children who attend Whiteley school only. All children share access to outside play areas around the school grounds.

There are currently 94 children on roll, of these 49 are aged five to under eight years and of these 10 are in the early years age group. The group also cares for children over the age of eight. The group offers support to any child with special educational needs and/or disabilities and for those who speak English as an additional language. The group employs eight members of staff, all of whom hold appropriate early years qualifications. The group is a member of the Kids Club network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff work well together to create a welcoming, bright and busy environment and they meet each child's individual needs well. Children arrive happily and are keen to participate in the many stimulating and interesting learning experiences on offer both indoors and out. Partnerships with parents, schools and outside professionals promote that every child is well supported.

Most policies and procedures are implemented effectively; however, a weakness has been highlighted with the overall security of the setting. Systems have yet to be implemented to evaluate the provision to identify any areas for development to support continuous improvement in all outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the risk assessments to include all areas the children access, paying particular regard to the toilet areas
- develop reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the child protection procedures and know how to implement them effectively to safeguard the children. All staff at the club are trained in first aid and child protection. Recruitment and vetting procedures are in place to support all adults working with the children are suitable to do so. Annual appraisals, regular training and peer observations promote staff are effective in their teaching and deployment, which benefit the children in their care.

The club's manager and staff work well together to promote the setting runs efficiently on a daily basis. They continually check registers and school pick-up and activity lists to support that children are where they should be and are kept safe. Risk assessments are completed for the premises, school collection and use of the outside play area. Staff monitor the children visiting the toilet areas; however, some school personnel and visiting parents have access to the corridors, which impacts on children's safety.

All children can easily access a vast range of resources and activities within the rich and varied environment. The club is able to support children with special educational needs and/or disabilities and those who are learning English as an additional language. Children learn about different cultures and festivals and access a range of books and positive images which promote children's understanding of diversity.

Parents are provided with a wide range of information about the setting via regular newsletters and updates on the notice board. They state that they are very pleased with the secure transfer of children from schools to the club premises and the way their children settle easily and quickly. Management and staff work hard to foster good relationships with parents and school staff. They share information with the infant school regarding the children's learning and development. The rooms are suitably resourced and access to storage areas allows the children to develop their own independence. The staff plan a range of activities and evaluate if ideas and suggestions work well, however, systems are not in place to help identify the provision's overall strengths and areas for improvement.

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

Children are very happy and settled and clearly enjoy their time at the out of school club. They quickly settle into the routines and independently make choices from the good range of resources available, such as the craft or cooking activities, construction materials, role play, board games or the various electronic and programmable games. Children thoroughly enjoy cutting, sticking and making models with the collage materials. Older children often help the younger ones and they often collaborate to make storage boxes, treasure chests, robots and space ships.

Enjoyable and challenging adult-led activities are sometimes planned by the staff such as learning about road safety issues, stranger danger or festivals from around the world. Just before the inspection the children made artwork depicting firework displays by paint flicking and at the time of the inspection were learning about Remembrance Day. At other times children help themselves to resources and initiate their own play, often working together or using their imaginations as they make up their own games. The children enjoy playing card games with the staff and wait their turns to play on the pool table. They work diligently at creating models using the ironing beads and love singing together on the Karaoke machine.

Children help themselves to drinks and the healthy choice of snacks on offer for their tea. They enjoy the interaction with their friends as they sit and eat together. They choose from a wide range of nutritious foods such as a selection of fruit, crackers and cheese, toast and sandwich fillings. Children know they must clean their hands before eating or after using the toilets. Documentation is in place which informs staff of any health or dietary issues children may have and records are kept of accidents or any medication administered.

The children take part in effective and regular fire drills. They learn about keeping themselves safe by completing 'Spot the hazards' activities and are encouraged to manage risks within the safe environment. They are reminded about the group rules and about being aware of each other's feelings. Children are presented with 'Smiley face awards' which has encouraged good behaviour. They learn to build friendships with each other and often play in mixed age groups, benefiting from the interaction with children they would not normally meet during the school day.

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

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| 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

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| 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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| 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

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| 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