

# Hi 5 Out of School Care

Inspection report for early years provision

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**Unique reference number** EY409354  
**Inspection date** 01/11/2011  
**Inspector** Keriann Belcher

**Setting address** St. Augustines RC Primary School, Daws Hill Lane, HIGH  
WYCOMBE, Buckinghamshire, HP11 1PW

**Telephone number** 07775626520

**Email**

**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

Hi 5 Out of School Care is privately owned. It operates from several rooms, including the hall, dining room and library building in St. Augustines RC Primary School in High Wycombe, Buckinghamshire. A maximum of 40 children under eight years may attend the club at any one time, of who no more than 20 may be in the early years age group. The club is open each weekday from 3.15pm to 6.15pm term time only. During school holidays, the club opens each weekday from 9am to 5pm if there is sufficient demand from parents. All children share access to an enclosed outdoor play.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 52 children aged from four to under 12 years on roll. Of these, 25 children are in the early years age group. The club currently supports a number of children who speak English as an additional language. The club employs six staff. The manager and all staff member hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff have sound understanding of the Early Years Foundation Stage requirements, although routines do not support all areas of good hygiene. Children enjoy their time at the club and make satisfactory progress in their learning, after a busy day at school. Staff provide sufficient resources to support children's learning, although some are not always easily accessible to all children. The setting has highly positive partnerships with parents and other professionals to help meet the needs of all children, including those with special educational needs and/or disabilities. The process of self evaluation is developing, and does not include parents' and carers' views to increase its effectiveness. The manager and staff demonstrate a satisfactory capacity to maintain continuous improvement as previous actions and recommendations have been acted upon.

## What steps need to be taken to improve provision further?

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

- Improve system for all children to have equal access to the outplay equipment

- develop systems to self-evaluate practice that include the parents' views, to identify strengths and priorities for development that will enhance the quality of the provision for all children.
- improve children's understanding of healthy practices through reviewing arrangements for them to dry their hands after washing them.

## **The effectiveness of leadership and management of the early years provision**

Staff have good knowledge of safeguarding children. They are aware of their role and responsibilities with regards to recording and reporting any concerns they may have about a child in their care. Since the last inspection staff have attended relevant training and a suitable written safeguarding policy is in place. In addition, the manager has robust systems in place for the recruitment and vetting the suitability of her staff team.

Staff are deployed appropriately to ensure children's safety and well-being at all times. Staff collect the younger children from their classrooms and older children are accompanied from a central meeting area to the after school venue. The premises are secure and has a bell-entry system to prevent strangers walking in unnoticed or children leaving unsupervised. In addition several new systems have been introduced to protect children's safety. A password is used if children are collected by people unknown to staff. Children are monitored when leaving the main play areas to access the toilets. Children's attendance is recorded as they arrive and parents sign their children out in the evening, recording the times of departure. Thorough risk assessments are in place and include outings. These are reviewed regularly to ensure children's safety is maintained. All required documentation is in place and maintained.

Self-evaluation methods have an emphasis on developing the quality of the provision. Staff involve children but not parents to further support review of the provision. The manager identifies training needs for herself and the staff team. Staff book and attend courses on a range of subjects to further develop their childcare practice. This sufficiently maintains the continuous improvement of the provision.

Staff treat all children with equal respect and concern. They have a sound knowledge of children's backgrounds and individual needs. They take part in various activities to develop their understanding of the wider world. Children contribute to the club as they indicate by pictures or writing what they like or dislike eating. Staff include their preferences in the menu, such as noodles for tea.

Children access a suitable range of resources. Staff use recycled resources from a central store to support craft activities. This raises children's awareness of looking after the environment by reusing materials. Staff provide a varied range of stimulating activities which occupy and involve the children..

Parents are made welcome and are given suitable feedback about how their child

has been. The parents' notice board is informative and regular newsletters are produced to keep them well informed about the club's activities. Parents and carers comment that their children enjoy attending the club and the activities. Staff have informal discussions with teachers to ensure they are aware of what the children are learning during the school day. This helps them complement the children's day in school and provide continuity in their care and learning. The club also works in partnership and actively acts upon advice from the local authority's development worker.

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

Adults' friendly and active involvement in games and activities makes children's learning fun and enjoyable. Relationships between children are positive and they play harmoniously together. Children behave well and are familiar with the guidelines of behaviour which help keep them safe, for example, not running indoors. Children learn about keeping safe as they take part in regular fire evacuation drills.

Staff's knowledge of the Early Year's Foundation Stage is satisfactory and as a result children make sound progress their development. There are systems in place for effectively observing and assessing children's development. This helps staff plan flexibly to take account of children's interests. Staff allow children the freedom to organise their own games. However, the outdoor resources are not as easily accessible to younger children as they and older children help themselves from a storage shed.

The club is very aware of the benefits of children having daily outdoor experiences. Children run around and let off steam at the end of their school day. They thoroughly enjoy playing in the outdoor area and have a variety of equipment to play with, such as ball games and climbing apparatus. Very young children are developing their hand and eye coordination as they cut pictures from catalogues to design a bedroom or living room. They concentrate for long periods of time, developing their literacy skills as they colour and write with pens and pencils, reluctant to go home until the work is completed. Children play games on the floor with construction resources, which develops their awareness of shape and space and problem solving.

Children are learning about healthy lifestyles and generally understand the importance of good hygiene routines. However, they are unable to dry their hands after visiting the toilet, as the hand dryers are not working and an alternative method is not in place. They have healthy and nutritious snacks such as fresh fruit and sit together to develop their independence as they help themselves to the food.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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