

Fountain out of school club limited

Inspection report for early years provision

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EY422357

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03/11/2011

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

Fountain out of school club is a limited company. The out of school club opened in 2010 and operates from a self-contained building in the grounds of Fountain Primary School in Morley. Children have access to an enclosed outdoor play area. The out of school club is open from Monday to Friday between the hours of 7.45am to 9am and 3.15pm to 6pm, during term time only. During school holidays the club is open from 7.30am to 6pm.

The Out of School Club is registered on the Early Years Register. A maximum of 30 children may attend the setting at any one time. There are currently 45 children on roll, of these 28 are under eight years. The out of school club has a number of children with special educational needs.

There are four members of staff including the manager, of which all hold appropriate early years and/or play work qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision effectively supports the children to make good progress in their learning. Planning is focused on the children's interests and the systems in place to monitor and assess their learning and development are concise. General arrangements are in place to make sure that no group or individual is at a disadvantage. The arrangements that exist to promote children's welfare are effective and those in place for safeguarding are good; most documentation is in place. The provision effectively works in partnership with parents and the links made to work in partnership with others are well developed. The leaders and manager's capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure that permission is requested at the time of the children's admission to the provision, to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare). 04/11/2011

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

- make sure resources are available that reflect a variety of culture and disabilities.

The effectiveness of leadership and management of the early years provision

Clear management responsibilities are in place in relation to child protection, including relevant designated staff. Adults are suitable to work with the children and capable of identifying any child at risk of harm and liaising with the appropriate child agencies. Risk assessments are used as a working document, these includes all areas of the provision to be assessed. The main entrance is secure and all fire prevention equipment is in place. Emergency procedures are practised regularly and records of these are kept. As a result, the steps taken to minimise risks effectively help children to keep themselves safe. Documentation in place includes appropriate medication and accident records are complete with parent's signatures. However, permission from parents to seek emergency treatment or medical advice is not in place. This is a breach of specific legal requirements.

Effective systems are in place to evaluate and monitor the provision. For example, parents are encouraged to be involved through questionnaires. Children are also encouraged to take part. A 'children forum' is set up for them to discuss issues they would like to see improved or implemented. Staff meet regularly to assess the provision and make improvements. Through this, they have successfully identified areas of strength and weaknesses and have systems in place to address them. For example, one of the new initiatives is the implementation of a book club. This helps to include parents in their children's learning and improve outcomes for their children. Parents also have easy access to their children's observations and assessments and are verbally informed of their progress.

The staff make effective use of the provision, they have organised the play rooms so that children can see what is available. Children have enough room to move around and access the resources freely. Although children learn about differences through activities and celebrations, resources, such as toys and equipment to positively promote the diversity of the wider world are limited. Staff show a strong commitment to their professional development and ensure that training to promote the welfare of children is maintained. For example, training in food hygiene promotes children's understanding of health and nutrition. Staff have also maintained their paediatric first aid certificates. Leaders and managers have built strong links with others who deliver the Early Years Foundation Stage. Systems are also in place to work with other professionals to benefit the children's development.

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

Staff have a good knowledge of the Early Years Foundation Stage. They effectively support the children by providing a challenging environment, where children can make good progress in their learning. Children make continuous progress in communication, language and literacy through reading and looking at the illustrations in books. They enjoy writing on the chalk board and display what they

have written in the book corner and 'wow' board. Children enjoy their pretend talent show, where they sing songs and dance. Musical instruments are easily accessible for them to use. Art and crafts are available throughout the session. Children take pride in their finished fire work themed creation and move on to the water paints where they extend their creative flare. Children develop their large motor skills through garden play, where large tyres and balancing beams are provided. Outdoor toys, such as wheeled toys and bats and balls, are ready for them to independently access. Children enjoy playing pool and work together to construct a castle. As a result, children enjoy their learning and achieve well.

Children learn about the wider world through tasting foods from various countries as well as learning how to prepare them. They celebrate festivals from around the world, such as Diwali, Halloween and Bonfire night. Children thoroughly enjoy pretend play. They play in the home corner and the pretend post office. Some children become engrossed in flying a large jet they have constructed and enjoy that play for some time. Children even make up their own games and co-operate as each one takes a turn. Lots of incidental numbers are displayed around the play room, which results in the children using lots of number words in play. Children also have plenty of opportunities to use their problem solving skills as they construct buildings, such as a castle. They skilfully use the computer confidently, setting the programme they need to find their favourite songs. As a result, children develop the skills they need in order to secure future learning.

Leaders and managers have devised long term and short term plans for the children. These include children's interests and themes which follow on from the school to promote continuity of learning and care. They monitor the children's development through observations and assessments that are linked to the six areas of learning. Children's next steps are also planned for, thereby, ensuring their individual needs are planned for.

Children are independent they have a good relationship with the staff and know the routine of the provision well. They are confident and demonstrate a good level of independence. If they are not able to solve a situation, they quickly speak to the staff who are proactive in helping them. Children know what is expected of them and show a clear understanding of this at the children council meeting. They also understand dangers and know how to keep themselves safe in the provision. For example, they know where the meeting point is if there was an emergency and the reasons why they should not talk to strangers. Children show a good awareness of healthy lifestyles. They discuss vitamins and minerals as part of healthy eating and eagerly show their understanding of the importance of healthy teeth.

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	3
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