

# Barn Owls After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY312457
<b>Inspection date</b>	10/11/2011
<b>Inspector</b>	Lynn Reeves

<b>Setting address</b>	Ranvilles Junior School, Oldbury Way, Fareham, Hampshire, PO14 3BN
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<b>Type of setting</b>	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

Barn Owls After School Club offers a breakfast club and out of school provision in Fareham, Hampshire. It is one of two privately owned and managed out of school provisions and operates from Ranvilles Junior School. Children have use of a library, computer suite, one classroom and adjoining enclosed school grounds. The provision serves children from the school and other local schools.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 30 children from 4 years to eight years old. Currently there are 40 children on roll, of which 12 are in the early years age range.

The provision opens Monday to Friday 7.30am to 9am for breakfast club and from 3.15pm to 6pm Monday to Thursday for the after school club, term time only. During some school holidays the setting is open from 8.30am to 6pm. Five staff are employed to work with children on a part-time basis, three of whom hold recognised early years qualifications.

## 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. The club provides a safe and friendly environment that values and respects all children and their families. Most policies and procedures are implemented effectively; however, weaknesses have been highlighted in some areas of safety. Arrangements for engaging with parents and others are good and continuously developing. Self-evaluation systems support the staff to identify both their strengths and weaknesses. Enabling them to be continually responsive to the needs of the children and families using their service.

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

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

- develop the fire drills to ensure that all children that attend know what to do in an emergency situation
- analyse the procedures for staff signing in and out to clearly show which adults have been caring for the children

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

Children are safeguarded because staff are fully aware of the child protection procedures. All staff at the club are trained in first aid and child protection. Recruitment and vetting procedures are in place to ensure all adults working with the children are suitable to do so. Annual appraisals, regular training and peer observations ensure staff are effective in their teaching and deployment, which benefit the children in their care. Fire evacuations are practised, however, these are not completed regularly enough to ensure all children that attend the club learn how to leave the building safely. Policies and procedures are regularly updated and signed by the staff so they understand their full responsibilities. Thorough risk assessments are completed on all areas that the children access and the premises are secure. Good systems are in place to register the children in and out and staff regularly complete headcounts. However, there is some inconsistency with the staff signing in to keep a record of who is on duty.

The club is well resourced with equipment and play resources and children can make their own decisions on what they would like to play with in addition to those activities already set out. The club offers a safe and caring atmosphere where the children feel valued and develop a sense of belonging. The management has a clear sense of purpose and is committed to making further improvements to the service provided. Staff reflect on the feedback received from parents and children to inform their self-evaluation and have successfully identified priorities for improvement. The club actively promotes equality of opportunity and works with parents and other agencies to support and meet children's individual needs. All children have access to resources and activities and non-gender stereotypical play is facilitated and encouraged. A variety of cultural festivals are celebrated to acknowledge and value differences. Parents are informed of their children's achievements, progress and well-being through daily verbal communication. Regular newsletters and information displayed on the chalk-board provide parents with additional relevant information. The club works closely with the Primary schools they serve by having regular meetings with the reception teachers. Parents are given an informative brochure and have access to the club's policies and procedures. Parents comment that the staff are friendly and care about their children. They appreciate the good liaison with their children's schools and comment that their children are very happy to attend the club.

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

Staff have friendly and caring relationships with the children and there is little doubt that children feel safe and secure. They are happy to approach staff with their concerns or just to chat about their day at school. Children are confident and self-assured in the club environment. The staff have clear expectations in terms of the children's behaviour, to which the children respond well. The children have helped set up the club's behaviour rules and the staff are skilled in using praise

and positive encouragement as a way of helping the children to recognise these boundaries. The children have just introduced a 'Barn Owl's Children's Committee' where they offer their own ideas about forthcoming events, activities and snacks they would like, promoting their sense of belonging.

Children learn how to keep themselves safe and have completed their own risk assessments, identifying possible hazards that they need to be aware of. Children are kind to each other and the older children take the new children "under their wing". Children play well together and have particular friends. Children recognise the importance of good hygiene through well organised daily routines and have the benefit of healthy choices for breakfasts or snacks for their tea in the after school club. The children's health needs are known and any dietary needs are catered for. Healthy lifestyles are promoted through regular access to outdoors. The children love playing outdoors; playing ball games or taking part in group activities such as 'Sharks and Minnows' where they chase and catch each other. Children are confident and vocal making comments such as "I love playing with my friends", "the staff are kind", "we love playing on the computers" and "we make lots of things".

Children proudly show off their clay dinosaurs they have recently made. They take pleasure at looking at books that help support their learning, for example as the younger children play with the toy dinosaurs, they use the reference books to help them name the different kinds there are. Children play games to encourage numeracy and word recognition and learn how to work as a team. They thoroughly enjoy dressing up and singing on the Karaoke machine. Children make choices in their play and have the opportunity to complete their homework if they request this, supported by a quiet room to relax in. Children enjoy expressing themselves creatively as they draw and paint Pudsey bears for the forthcoming fund raising event or just colouring or making models with the collage materials. The staff make sensitive observations of the children as they learn through play and involve both children and parents in the planning of future activities to ensure it supports the children's interests and learning needs. The children thoroughly enjoy their time at the club playing with their friends.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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