

Meath Green Out of School Childcare

Inspection report for early years provision

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Inspector	Teresa Elkington

Setting address	Meath Green Infant School, Kiln Lane, Horley, Surrey, RH6 8JG
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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

Meath Green Out of School Childcare is run by a committee. It incorporates Meath Green after school club and Meath Green holiday club. The holiday club was not observed during this inspection. It opened in 1999 and operates from a large school hall, with an adjoining classroom and toilet facilities at Meath Green Infants School, in Horley, Surrey. All children share access to a large playground and grassed area for outdoor play.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. Currently there are 17 children attending who are in the early years age range. Older children are also able to attend and are included in the numbers. Children come from a wide catchment area.

The after school club opens Monday to Friday, during term time from 3.05pm to 5.45pm. The holiday club opens during all school holidays from 8.00am to 5.45pm. Children are able to attend for a variety of sessions, either on a full time or part time basis. Children who do not attend either of the Meath Green schools are able to attend the holiday club.

The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The setting employs six permanent members of staff, along with a team of bank staff. Of the permanent members of staff five hold appropriate early years qualifications to National Vocational level 2 and 3 in Play work. The club is a member of the Kids Club Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are happy, secure and well settled within the fun atmosphere that staff create for them. Children make good progress in their learning as staff have an effective understanding of how to plan and support individual learning. Partnerships with parents are well fostered. Good links with other agencies involved in children's learning are well established, to enable a cohesive approach. There are systems in place for self-evaluation which demonstrates a positive commitment to continuous improvement, enabling them to plan effectively for the future development of the setting.

What steps need to be taken to improve provision further?

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

- review the policy with regards to children bringing and using resources from home, to enable children to understand the need to share and take turns

The effectiveness of leadership and management of the early years provision

There are good measures in place for the care and safety of the children. Staff have a secure understanding of their role and responsibilities in protecting children and know the procedures to follow if they were concerned about a child. Robust recruitment procedures support that children are only cared for by suitable and experienced persons. Risk assessments are diligently carried out before children arrive, which allows staff to identify any hazards and take appropriate actions where needed to ensure the continued safety of the children. Clear systems are in place to ensure children's safety as they are collected from their individual schools. All required documentation is held, professionally presented and easily accessible.

Self-evaluation and feedback from both parents and children help to effectively identify and address areas for improvement. Recommendations from the previous inspection have been effectively addressed showing a willingness and commitment to continuous improvement. An annual appraisal system is in place which allows staff and management to reflect on the future development needs of the staffing team. Every staff member is fully aware of the values and principles of play work. They work well together to provide an environment which is stimulating and supportive of children's individual interests and desires. The physical layout of the setting is well organised allowing children to move freely around all the areas available to them. The effective deployment of resources meets the needs of all children well and significantly enhances their experience at the setting allowing them to feel a true sense of belonging as they initiate their own play and learning experiences. Staff have secure knowledge of each child's background and individual needs. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. In addition, they have access to a range of informative books and resources to promote and extend their growing understanding of diversity.

Staff are aware of the benefits to the children of working closely with their parents, carers, teachers and other agencies in order to ensure that each child's individual needs are known and supported effectively. There are sound arrangements for exchanging information with parents and class teachers to ensure children's individual welfare and learning needs are understood and met. Parents are kept well informed about the setting through access to policies and procedures, daily informal discussions, parents' notice board and regular bulletins.

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

Children thoroughly enjoy their time at the setting and display positive attitudes to learning. They are keen to initiate their own activities and freely move around the setting engaging in their chosen play experiences, which foster their ability to be active and independent learners. They are very settled and enjoy the company of both staff and their peers. Staff are fully supportive of children's play and act as facilitators in all that they do, providing guidance and support where needed. Staff demonstrate an appropriate knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Their progress is monitored through the use of observational records, which provide information for key workers to plan effective activities in support of individual learning and in collaboration with class teachers.

Children behave well. They have devised their own rules for the club, which enables them to adopt positive attitudes to behaviour. However, children occasionally lack the willingness to share resources that they bring from home, which does not fully reflect the settings policy and support a cohesive approach to working as a group. Staff actively celebrate the achievements of individuals and provide clear explanations as to fairness in their play. For example, they help children to understand the need to show dignity when losing a game. Children's sense of belonging is well supported, as they see their creative works on display for all to enjoy. Children's developing awareness of taking responsibility for their own safety is actively encouraged through their daily routines. For example, through the use of effective systems to enable children to independently and safely leave the room to access the bathroom.

Children's health and well-being are very well fostered. They enjoy regular outside play within the safe and secure school playground, which is supported through a range of physical play equipment. Children take responsibility in securing their own health and well being as they spontaneously wash hands in readiness for snack times. Snack times are a social occasion as they enjoy the company of others around the meal table. They independently select from a range of healthy and nutritious food options, which are reflective of their individual dietary requirements.

Children's developing skills are effectively supported through the ethos of play and learning through first hand experiences. They spend sustained periods of time at their chosen activities. For example, they sit and draw using a range of writing materials. Children learn to solve simple problems as they make models from a range of constructional resources and fold paper to make paper aeroplanes of their own design. They use the quiet area to look and enjoy a range of different reading matter, promoting their growing interest in books. Mathematical concepts are well fostered as children build using geometric shapes and play with a range of games enabling them to enhance their skills of number recognition. Children's understanding of technology is provided through the provision of computers and electronic games. Investigation skills are supported through the use of a range of scientific resources, which inspires children's use and extend their skills of

exploration.

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