

Pirton Before and After School Club

Inspection report for early years provision

Unique reference number	EY424905
Inspection date	10/11/2011
Inspector	Lynne Talbot

Setting address	Pirton Village Hall, High Street, Pirton, Hitchin, Hertfordshire, SG5 3PS
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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

Pirton Before and After School Club was registered in 2011. The provision operates from Pirton Village Hall in Pirton, Bedfordshire and serves the local area. The building is accessible to all children.

The provision is open each weekday all year round, with the exception of bank holidays. Sessions during term time are from 7.30am to 9am and 3pm to 6.30pm. During holidays sessions are from 7.30am to 6.30pm. A maximum of 40 children may attend the provision at any one time, of whom 24 may be in the early years age group. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare register. The provision currently operates on three days each week.

Some children attend other settings, such as the early years unit of the local primary school or pre-schools. The provision supports children with special educational needs. The provision employs six members of childcare staff. Three childcare staff hold appropriate early years qualifications; the play leader holds Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage shows a very good range and is fully led by children's interests. This ensures that children receive experiences that foster very good progress overall. Staff create a highly welcoming environment, using robust safeguarding procedures and clear risk assessments. They have good knowledge of each child's needs to ensure that every child is fully included. Partnerships with parents and the local schools are purposeful and make sure that continuity of care is achieved, along with meeting any additional support needs. The manager communicates drive and ambition to ensure development but this is yet to be fully developed to enable reflection on the continued outcomes for children.

What steps need to be taken to improve provision further?

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

- keep records easily accessible and available for inspection by Ofsted (Documentation). 30/11/2011

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

- further promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences, wherever

possible and practical help children to learn to value aspects of their own and other peoples' lives; this refers to opportunities for children to understand linguistic diversity and explore culture and ethnicity

- gain further understanding of reflective practice in order to confidently identify aspects of the service that are done well, and those aspects that might be improved, so as to continue to promote good outcomes for children.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding procedures ensure that children are fully protected, with regular review and evaluation of practice. Staff attend regular training courses to update their knowledge. The provider ensures that all persons required undertake the appropriate checks to safeguard children. There is a wide range of relevant policies and procedures which are shared with the parents and carers. They are implemented in practice in order to promote the smooth management of the provision and provide positive outcomes for the children. The provider implements thorough recruitment and induction processes. Risk assessments for the premises and outings are detailed. However, some records are not available for review by Ofsted on the premises and this is a breach of requirements.

Partnerships with parents and carers are a key strength. Staff ensure that parents and carers are kept fully informed about their child's learning and development within the provision through discussions and well-maintained records of achievement. Staff also work closely with staff from other settings which enables them to provide continuity of care as the children move between the different settings. Communication books between all involved parties ensure that the approach towards all aspects of care, learning and development is consistent. There is no bias in staff practice in relation to gender, race or disability. Clear procedures are in place to deal with undesirable behaviour or harassment of any kind. Children's individual needs are very well met and individual learning styles are respected. Children explore festivals, carrying out craft works and observing differences. However, children do not actively explore each other's culture on a regular basis, with planned opportunities to value linguistic diversity or explore the wider community. This means that their knowledge of the wider society is not fully developed. Resources, furniture and equipment are used well, with children being instrumental in designing separate zones for different types of play. They make plans for provision of wish lists, ideas for activities, and plan the daily routine together which is clear evidence of children being valued.

The manager is enthusiastic and has clear expectations for progression. There is commitment to ongoing professional development throughout the staff group, with staff working towards the next stage in their professional development. The result is a positive impact on the care and learning provided. Self-evaluation processes include feedback from parents using questionnaires, evaluation of activities, and seeking feedback from the children attending. However, the processes initiated are, as yet, not feeding evaluation to pursue a review to focus on outcomes for children.

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

Children relax and have fun as they learn through free-flow play and investigation at the provision. They move around the provision independently, making choices about the activities they wish to explore or join in. Staff are on hand to support and provide opportunities which encourage the children's imagination and participation. A key person system is in operation in this provision. This ensures that each child is observed, assessed and supported to make progress using developed observation and assessment methods and records. The provision does not have responsibility for the full delivery of the Early Years Foundation Stage, but they do work closely with parents and staff of schools. This ensures that children build on what they know and can do, enabling them to make very good progress towards the early learning goals. Clear learning records are maintained and these are regularly shared with parents and carers. They are encouraged to share observations of their child to provide further information about the whole child which the staff can build on.

Children investigate the world around them through stimulating activities. For example, they explore historical events, such as World War One following on from a school project. The staff group enhance this interest by purchasing books focusing on their own village during that period and by inviting the authors to the provision. They also become involved in archaeology, viewing 'digs' that took place in the village and embarking on geo-caching and treasure hunting locally. These activities foster children's awareness of their local and wider community, fostering analytical thinking. Children confidently experiment with mark making. They extend spontaneous topics, such as looking at dogs, by listing their favourite dogs and developing posters advertising lost dogs. Children frequently embark on group play, such as railway play extending into cafes for which they design and make posters and menus. Staff extend this play by providing books, taped railway sounds and encourage the children to make railway announcements. Drama and creativity are particular strengths and key interests of the children attending. Children choose to develop and perform shows involving all the children in acting, providing props or background music, or narration.. Children become very self-confident and work collaboratively together showing very good social development.

Children have free access to a range of everyday technology and use this with confidence. They use the computer skillfully. Children use tape recorders to explore sound effects. For example, during Halloween they make 'spooky' sounds to add to the haunted house that they develop and the bat wings costumes they make. Children are very well behaved and show a good understanding of social responsibility. They are encouraged to negotiate during activities and reach agreements during disputes. Children are learning to respect and care for the environment and use recycling bins to contribute towards sustainability. Children achieve a good awareness of personal health. They take part in basketball and uni-hockey with a visiting instructor. Menus are nutritious and children efficiently meet their own hygiene needs. The very good range of inventive play activities help children to consolidate their learning. Children are establishing broad skills for the future to assist in their learning and development as well as their place in society.

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	1
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	1

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	1
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