

Pitstop out of School Club

Inspection report for early years provision

Unique reference number

EY424658

Inspection date

03/11/2011

Inspector

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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

Pitstop out of School Club registered in 2004 and opened again when it moved to the current premises in 2011. It is managed by a voluntary management committee, made up of parents of some of the children who attend the setting. The club operates from purpose-built premises in the village of Melton, near Woodbridge, Suffolk. Children have access to a large, secure outdoor play space which includes a grassed area and a paved patio with a canopy.

The out of school club is open each weekday from 3.15pm until 6pm during school term times. During school holidays, the group operates a holiday club from Melton Primary School, which is open each weekday from 8am until 6pm. The club accepts children from all schools in the Woodbridge area. The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged between four and under eight years may attend at any one time. Children up to the age of 12 years may also attend. There are currently 21 children in the early years age range. The setting supports children with special educational needs and/or disabilities and is able to support children who have English is an additional language.

The group employs seven staff, the majority of whom hold appropriate early years qualifications. The group also employs a part-time administrator. The overall manager is trained to level 4 and is working towards level 5. Three of the staff are trained to level 3 and one is trained to level 2. The group receives support from local authority advisory staff as required.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish and achieve well at this relaxed and stimulating after school club. Exemplary inclusive practice is actively promoted and each child's individuality is embraced and valued. Highly committed and competent staff work well as a cohesive team to care for the children, offer fun play experiences and enhance their learning. Children benefit from the extremely positive and trusting partnerships which are established with parents and others. Most documentation and procedures are in place and work well in practice to promote children's welfare. Ongoing reflection of practice supports the setting's strong commitment to continuous development.

What steps need to be taken to improve provision further?

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

- obtain information from parents about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and

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- promoting children's welfare)
 - ensure records are easily accessible and available for inspection by Ofsted (with prior agreement by Ofsted, these may be kept off the premises) (Documentation).
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To further improve the early years provision the registered person should:

- pursue plans to improve children's access to information and communication technology.

The effectiveness of leadership and management of the early years provision

All staff have a secure awareness and understanding of safeguarding issues and are clear of their responsibilities to protect children. Robust recruitment procedures are in place to ensure staff's suitability to work with children and all staff have a Criminal Records Bureau clearance. The group has a thorough, written safeguarding policy and statement, plus local safeguarding contact details to refer to should they have concerns about a child. The premises are secure and effective risk assessments are undertaken to minimise risks to children. There are effective procedures for emergency evacuation, which are regularly practised and recorded.

The group is very well led and managed. Highly dedicated and enthusiastic staff work well as a cohesive team to offer fun and exciting play sessions for children. They each bring unique skills and experience to the setting and the good balance of male and female staff enriches the children's play experiences. Excellent staff deployment ensures the sessions run extremely well. Annual appraisals support staff development and staff have a commitment to undertaking training to enhance practice and improve outcomes for children. Ongoing reflection on practice, through daily discussions and monthly staff meetings, contributes greatly to the setting's ability to maintain continuous improvement. Children's views and needs are considered well and parents' views are sought to accurately inform the self-evaluation process.

The club actively and effectively promotes equality of opportunity in all aspects of its work. All children are welcomed and their individuality is embraced and valued. This positive approach is also reflected well in the resources and activities available. Volunteers and students are welcomed and children benefit from the additional input this offers. Staff pro-actively support children with special educational needs and/or disabilities or children who speak an additional language. Their excellent knowledge of the individual children and close liaison with parents and others, enables staff to effectively support each child according to their particular needs.

Documentation is well organised and most is readily available for inspection. However, some documentation, which does not directly impact on children's safety, is stored off the premises. Comprehensive details are recorded about each child to support their welfare, however, details regarding who has parental

responsibility for a child and who has legal contact with a child are not always obtained. These are breaches of welfare requirements. Signed parental consents are obtained to ensure children are cared for according to their parents' wishes. Regularly reviewed policies are clear and comprehensive and are available to parents. Well-presented notice boards and attractive newsletters keep parents up-to-date and well informed.

Staff establish excellent, trusting partnerships with parents which is conducive to children's welfare, learning and continuity of care. Comments from parents, received by the inspector during the inspection are extremely positive. They find staff friendly and approachable and value their competence and the variety of activities they offer. Parents feel well-informed about their child's time at the club. They state their children are very happy and settled and really enjoy attending. The setting establishes positive partnerships with all the schools they collect children from, to promote open exchange of information and smooth collections. The group receives support from local authority advisory staff and other professionals as required.

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

Children are keen to come into the inviting, well-prepared setting and freely help themselves to the readily available jugs of squash. Many choose to play outside where they benefit from fresh air and exercise. Children relish the freedom of the large outdoor area and play vigorous active games, such as hide and seek and tag. They delight in staff playing with them, joining in with their excitement and fun. As it gets dark, children excitedly use torches and enjoy the thrill of trying to hide from one another in the darkness. Roller boards, a climbing frame and other outdoor equipment encourages an active lifestyle and develops children's physical skills and confidence. Staff are watchful of the children and attentive to their safety, whilst still offering them liberty to explore and have fun. Children gradually extend their capabilities and learn to assess risks and recognise their limitations. Children also learn to keep themselves safe through discussions and daily routines, for example, road safety is practised and re-enforced on outings.

Children learn about living things as they plant and care for flowers and vegetables in the garden areas, eventually sampling runner beans and tomatoes. They also take some responsibility for the care of a stick insect and fish and create a suitable habitat for a frog found in the outdoor area. Children develop positive involvement with their local community as they visit places, such as St Andrew's Church and the group is visited by the police community support officer. They gain increased awareness of the wider world, as they engage in fun activities and events for Comic Relief and Children In Need. Various festivals, such as Chinese New Year are recognised through the year and the club utilises national events, for example, 'star count week' to increase children's understanding of the stars and light pollution.

An extensive range of good quality resources is easily accessible, enabling children

to make their own choices and selections, promoting their independence and freedom of choice. Children's creativity is promoted as they can select from a broad range of media and resources to create their own ideas, for example, several children are inspired as they paint on polystyrene pizza bases. Staff also offer a creative and imaginative range of fun and engaging activities, such as, sewing, cookery and painting ceramic bowls. Staff clearly recognise the importance of children learning through fun play and first-hand experiences. They welcome the children's own ideas and suggestions and encourage them to become active and inquisitive learners. A 'wild' area of the garden enables children to experiment with guttering and water and to make a tree rope swing. Children self-manage their own shop where they can save or exchange money tokens for goodies, developing their counting and problem solving skills. The group is currently accessing funding to offer more information and communication technology to the children.

Staff are caring and attentive to the children and get to know them very well as individuals. Information gathered from parents, 'All About Me' sheets and observations offer staff an insight into each child's individuality, which helps staff to support them accordingly. As relationships are established, children are allocated a key person, although, staff relate well to all the children. Staff use photo diaries to record each child's activities and progress within the group. Their observations and knowledge of the children are utilised effectively to support children's progress across all the areas of learning, through rich, fun and enjoyable play experiences.

Children are very at ease in the club and form open and trusting relationships with staff and one another. All are developing very positive self-esteem and are becoming confident communicators, freely approaching and talking to staff and visitors. Children in the early years age group are sensitively supported to ensure they swiftly become comfortable in the older peer group. The positive, enabling and accepting attitude of staff promotes children's appreciation and acceptance of diversity in all its forms. Each person within the setting, whether staff, child or volunteer is able to flourish within a safe and accepting environment. Mutual respect and consideration of others is very well promoted. Children's behaviour is very good and positive behaviour is acknowledged and praised. Calm explanations are offered to support children, as they learn to manage their own behaviour and emotions.

Staff are vigilant regarding hygiene, to minimise the risk of cross-infection. Children are learning good hygiene practice, through regular routines and reminders from staff, such as hand washing after toileting and using hand gel prior to eating. The setting provides an excellent variety of healthy and nutritious snacks, promoting children's understanding of healthy eating. This is re-enforced when the children sample their home-grown produce. Children freely choose where to have their snack and several prefer to sit outside at the picnic table or in the cosy 'moon' chairs. Water or squash is readily available, ensuring the children are well hydrated. Children are able to rest or sit quietly in the cosy sofa room or in comfortable chairs outside.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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