

Time Out Childcare - Park Gate

Inspection report for early years provision

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Inspector Judith Reed

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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

Time Out Childcare at Park Gate School is one of several out of school care groups which are privately owned by Time Out Childcare and operate in the local area. The group registered in 2007 and operates from a separate building within the grounds of Park Gate Junior School, in Locks Heath, Hampshire. The group is open from 7:30 to 8:40am each morning during term time. Children share an enclosed outdoor play area.

Time Out Childcare at Park Gate School is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 16 children may attend the breakfast group at any one time. There are currently 15 children aged from 4 to 8 years on roll, although it is the group's practice to take children when they commence attending full-time education until they reach 12 years of age. Only children attending the school may attend the breakfast group.

Time Out Childcare employ two members of staff to work at the setting, and at least one of these has an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed and happy in the group because they are very familiar with the environment and the staff team. Staff know the children well as individuals and ensure they support their ongoing development. Equality and diversity are effectively promoted. The management and staff work together to continue the development of the childcare provision through training and regular appraisals. Improvement in self-evaluation will ensure targeted development in appropriate areas.

What steps need to be taken to improve provision further?

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

- ensure all staff are familiar with and have up-to-date understanding of safeguarding children issues and are able to implement the safeguarding children policy and procedure appropriately
- develop reflective practise and self-evaluation to identify settings strengths and priorities for development that will improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children are safeguarded as a clear safeguarding policy and procedure is in place and it is shared with parents. Senior staff are very well aware of the procedures to follow if they have any concerns, however other staff have not yet completed training in this area and their knowledge is limited. All staff complete the required checks and suitable recruitment procedures are in place. A full risk assessment is completed and daily check lists are used to further ensure children's safety at all times. Staff are particularly aware of safety issues around the entrance to the building and make sure they watch children as they use the lobby area and toilet. Documentation is well organised and readily available when needed. All accidents are recorded and parents are asked to sign the records the next time their children attend. Parents complete the register as they leave their children in the breakfast club and staff sign them out after they are taken to their classrooms.

Staff are committed to improving their service through continuous professional development. They have regular appraisals and discuss ongoing training and development needs. Self-evaluation of the setting is discussed. Further development of the self-evaluation process will help to target areas for improvement and support the continuous development of the breakfast group. Staff have good working relationships with parents and as a result, children are happy, settled, safe and secure in the breakfast group. Parents complete all necessary documentation to ensure children's good health and safety. Staff work with parents to carry out an initial assessment of children in the early years age group before they start attending. Parents report that staff support children's learning and development. They are fully informed about the Early Years Foundation Stage (EYFS) through posters and discussions. Parents know that children make friends throughout the school and this helps build their confidence and helps them settle well. Children receive continuity of care and learning because staff have an excellent relationship with the school. They talk to school staff on a daily basis and exchange information. The staff are prepared to work with outside agencies to support individual children if required.

Equality and diversity is effectively promoted through the range of equipment and activities planned. A choice of toys and books which reflect diversity are available. Some posters and notices around the room and lobby area promote equality of opportunity. Staff know the children very well and meet their individual needs to a high degree. Children request toys and activities and staff ensure the appropriate equipment is available. Children make choices about their own activities. They help themselves to equipment from storage and move around the building freely. All children are accompanied into the playground for some physical play at the end of the session.

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

Children's development and learning is effectively supported by the staff. When younger children commence in the breakfast group staff create a profile

assessment record and gradually record observations of children's learning and activities. They use the EYFS guidance to ensure all areas of learning are developing and that development is maintained. Key staff know the children very well and are very aware of their individual stage of development. They particularly support personal, social and emotional development by encouraging independence and responsibility. Some children require support finding their own toothbrush and toothpaste from a box. The toothbrushes have different coloured covers and children remember the colour of their own. They are supported to read the individual name labels to confirm the brush is their own and go to clean their teeth. Children are praised and congratulated for reading their own names and demonstrating skills in communication, language and literacy. They also search out their own coats to wear and bags to carry into the playground towards the end of the group session. Children grow in confidence as they mix with older children. They play together and make friends. Children join in creative art activities and make pictures with chalks, crayons and felt tip pens. They also play with small world doll's houses and multi-cultural dolls. Children develop valuable skills for their future lives and their ability to apply the skills developed in the breakfast group supports their overall ongoing progress in the EYFS.

Children understand and adopt healthy habits such as cleaning their teeth after eating breakfast. They successfully manage their own personal needs. Children make choices about what they eat or drink. A menu is displayed for parents to view. Children relish the opportunity to eat breakfast together. They demonstrate very good manners. Children enjoy toast with spread and choose from marmite, jam or lemon curd. They also have a choice of cereals including weetabix, rice krispies and coco hoops. Drinks of water, milk, apple juice or squash are also available. Staff are very aware of children's dietary and health requirements and ask parents to complete the necessary paperwork. Children develop a healthy lifestyle through daily physical exercise and they enjoy the opportunity to play outside in the playground for a brief time before going into school. They make the most of this opportunity and run around together or kick a ball into a net. All accidents are recorded on individual sheets and parents are requested to sign next time they come in.

Children are safe as they are familiar with fire evacuation procedures and staff take time to explain safety issues to enable them to fully understand how to keep safe. Children learn to behave in ways that are safe for themselves through the rules which are in place. Children have a positive attitude towards learning and participation through being part of a team and obtaining rewards for being helpful. For example, they happily dry up the dishes and sometimes help cleaning the floor at the end of the session. They are pleased to be part of a team which may receive rewards for the points they earn. Children make independent choices about what they eat and what they wish to do. They join with other children to play games and share equipment. The staff invite one child to give a five minute warning before pack away time. This warning enables children to finish off what they are doing, wind down and tidy up the activities. Children all pack away and tidy the room. They are familiar with storage and where things belong, as well as the routine. Staff are good role models and praise and thank the children for their assistance.

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

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