

Conker Club

Inspection report for early years provision

Unique reference number 507916
Inspection date 15/11/2011
Inspector Hazel Farrant

Setting address North Farnborough Infant School, Rectory Road,
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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

Conker Out of School Club registered in 1995 and is managed by a committee of parents. The club operates from rooms within North Farnborough Infant School. Children have access to the school hall, library, two classrooms, computer room, play grounds and field. It is open each weekday from 3.15pm to 6pm, term time only. The provision is registered on the Early Years Register for a maximum of 32 children. The club is also registered on the compulsory and voluntary parts of the Childcare Registers. There are currently 142 children aged from four to eight on roll. Of these 12 are in the early years age range. The provision has procedures in place to support children with special educational needs and/or disabilities and children who have English as an additional language. There are six members of staff, of whom four hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and confident and thoroughly enjoy their time in this inclusive setting where they are making satisfactory progress toward the early learning goals. The group have made some improvements to the setting demonstrating a satisfactory capacity for continuous improvement. However, systems used to evaluate their practice are not robust enough to highlight key areas for improvement. As a result, not all of legal requirements have been met, documentation such as the attendance register and risk assessments are incomplete.

What steps need to be taken to improve provision further?

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

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) 15/12/2011
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 15/12/2011

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

- develop systems to use the knowledge gained from observing children to clearly show, what the intentions are for progressing them onto their next steps which are linked to the six areas of learning, so that all children are supported to reach their full potential
- develop systems to promote children's awareness of the range of toys and resources that are available to them to further promote choice and independence.

The effectiveness of leadership and management of the early years provision

The staff team have a sound knowledge of child protection procedures and are aware of their roles and responsibilities in relation to this. This results in children's welfare being satisfactorily safeguarded. Records are maintained to show that all of the staff team have completed the necessary checks to ensure they are suitable to work with the children. Daily visual checks are completed by staff of the areas used by the club to promote children's safety. However, on the day of inspection not all low electric sockets in the main hall were made inaccessible to children. Risk assessments are conducted yearly to minimise potential hazards. However, a record of when these checks have been updated is lacking. In addition to this, the attendance record only records the time of the child's departure. Given that children arrive at the club at varying times, this lack of detail results in children's safety being compromised. Both of these omissions are breaches of specific legal requirements.

Resources are of good quality and plentiful and children have some opportunities of self-selection. However toys are stored in an outside shed and there is no system in place to promote children's awareness of the full extent of the resources and toys that are on offer to them. The staff team organise activities, set out games and craft resources. Children have access to a range of multicultural resources and take part in celebrating a variety of festivals, thus promoting equality and diversity satisfactorily. The setting has met the recommendations from the previous inspection successfully. They are aware of their strengths and areas they wish to improve, but self-evaluation is not rigorous enough to identify gaps in the provision. This results in them not sufficiently focusing on improvements which will bring about the most benefit to the children attending. Staff attend training on a regular basis to update their knowledge. This, in turn, benefits the care of the children. The setting has established good relationships with parents. Parents speak very highly of the setting and commented on how 'their children really enjoy attending the afterschool club, they have lots of fun'. Staff talk to parents about any issues that arise when they come to collect their child. At initial visits, parents receive information about a wide range of policies and procedures so that they are aware of how the group operates. Links with other early years providers where the care of children is shared is effective, resulting in an integrated approach to the child's care and learning.

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

Children learn about their own safety in the setting because staff give satisfactory explanations about how to avoid accidents. This helps children to think about what they should do when they are riding on their bikes and how they should behave to ensure everyone remains safe. Children regularly take part in fire evacuations so that they know what to do in the event of a real situation. They behave well in the setting and take ownership of their behaviour by devising their own club rules. Children confidently take part in a 'show and tell' session where they share news, sing songs or model how to use a favourite toy. This contributes to children's self-esteem and confidence.

Children benefit from healthy snacks of fruit and vegetables. They confidently make their own sandwiches and pour their own drinks. Snack time is a social occasion where children sit and enjoy conversations with others attending. The staff team take account of children's individual dietary needs when planning menus and have systems in place for recording allergies. Children are encouraged to wash their hands at appropriate times during the session. They happily play with the toys that are available to them. For example, some children enjoy building models out to construction toys, whilst others prefer to use dough. Children have opportunities to explore diversity through planned and spontaneous discussions as well as toys and resources. This helps them begin to learn about other people with differing cultures and beliefs to their own.

Staff have developed positive relationships with the children attending. They deploy themselves well in the setting to ensure that they can provide support and guidance for the children. As a result, children confidently approach staff for help, for example, when they need assistance with the dressing up clothes. Children also have positive relationships with each other, older children help organise games of football and basket ball with the younger children. They really enjoy their time at the club. They rush into the setting excitedly and quickly become engrossed in colouring pictures, writing their own stories and using the chalks on the chalk board. They develop their skills for the future as they access interactive resources such as computers and programmable toys.

Staff are able to verbalise how they move the children on and there are written observations on some of the children who attend. However, none of the early years children currently have developmental records in place. In addition to this, the current method used to record observations, is not related to the six areas of learning nor does it identify what the intentions are to move children on to their next steps in their development. The lack of individual children's development records results in their development not being rigorously monitored.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 15/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Documentation) 15/12/2011