

The Squirrels Out of School Clubs

Inspection report for early years provision

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Inspector

Patricia Dawes

Setting address

Ham Dingle Primary School, Old Ham Lane,
STOURBRIDGE, West Midlands, DY9 0UN

Telephone number

01384818965

Email

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

The Squirrels Out of School Clubs was registered in 2011. It operates from 2 areas within a primary school in Stourbridge, West Midlands. The setting is accessible to all children and there is a fully enclosed area available for outdoor play. The setting serves the local area and has strong links with the school.

The setting opens daily during school term time from 3.30pm to 5.45pm. During school holidays the setting opens daily from 8am to 5.45pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the setting at any one time. There are currently three children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

The club employs three members of childcare staff. Of these, all hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and clearly enjoy their time at the setting. Staff are motivated, work well as a team and strive to offer an inclusive and welcoming service where all children are valued as individuals. Children make good progress in their learning and development as they engage in a range of enjoyable activities which take account of their interests and learning needs. Effective partnerships with parents and teachers at the school have been established to ensure children's individual needs are well supported. The manager and staff demonstrate a positive attitude and good commitment towards sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- take into account the differing needs of individual children within the setting with particular regard to providing opportunities and resources for children to relax
- continue to use self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Good priority is given to safeguarding children because all staff are aware of possible signs and symptoms of abuse. They have a clear understanding of child protection procedures and know who to contact should they be concerned about a

child in their care. Effective procedures for the recruitment and vetting of staff are in place, together with the effective procedures for the induction of new staff. The manager and staff have a good understanding of health and safety issues and have written policies and procedures which are shared with parents. Written fire procedures are in place and staff ensure that regular fire drills are conducted. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Annual and ongoing risk assessments are completed which have a positive impact on a child's safety and well-being.

The deployment of resources in the main is good. For example, staff are effectively deployed to support the children's learning and welfare and make good use of space, despite using a shared building where they have to set up and clear away at the beginning and end of each session. However, staff do not take account of the differing needs of individual children by providing space, opportunities and resources as there is no quiet area available. This means children have no area to relax after a busy school day. Staff are enthusiastic, motivated and work well together as a team. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous and sustained improvement. For example, staff used feedback from parent's questionnaires to introduce a new method of paying fees and recording children's attendance at the setting. A positive equality and diversity policy outlines a commitment to promoting inclusive practice within the setting where all children are welcome regardless of their background. All staff have access to ongoing training to ensure their knowledge and skills are updated. Consequently, children's care and well-being are further enhanced.

Children benefit from the warm and relaxed relationships that have been established between their parents and staff. The daily exchange of information ensures that children's changing needs are consistently met. Parents speak highly of the setting and commented that their children are happy, settled and safe. For example, parents say, 'I have noticed a change in my child since attending this group, she is much happier; the staff give children and parents a fantastic service'. Parents have access to information about the running of the setting. For example, their registration certificate and public liability insurance, policies and procedures are made available at each session. The manager and staff have also developed positive relationships with other early years professionals and teachers at the host school, which contribute to the ongoing continuity of care for all children.

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

Children benefit from a welcoming environment where staff are friendly, caring and spend quality time interacting and supporting them as they play. On admission to the setting all required documentation is completed, together with a document which records children's individual needs and interests. Consequently, children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Staff know the children very well, they observe and assess them as they play and use information gained to support children's individual

needs and interests. Staff are currently looking at ways to capture all children's achievements within the Early Years Foundation Stage through both written and photographic evidence. Children are familiar with the daily routines and look forward to meeting up with their friends where they can share the day's news and play together. Feedback from children during the inspection was very positive. Their comments confirmed that they enjoy attending the setting particularly playing on the games console and that the staff are friendly and supportive.

Children are encouraged to initiate their own play within the setting. They are fully aware of what equipment is available and ask staff for help in setting up activities. Children eagerly play with the role play equipment and chat happily together as they compare art work. Children work well together to create individual pizzas which they take home. Their requests to repeat the activity with different ingredients are duly noted by staff. Children play independently and with their peers and show respect as they share and take turns. Older children in the group are very aware of the younger children's needs, they are caring and offer support when needed. At snack time there is great excitement and laughter as the group of children and a member of staff all chat together, talking about their school day.

Children are beginning to develop an understanding of diversity. Staff encourage positive, open discussion and plan activities about people's similarities and differences, such as board games, in which children describe differences in people, for example, skin, hair and eye colour or wearing spectacles to win the game. Children take part in and celebrate a range of cultural festivals throughout the year. They have recently celebrated Diwali, Halloween and Bonfire night. Children enjoy being in the fresh air and enjoy a range of physical play opportunities regularly using the playground in summer months and the school hall in the winter.

Children are polite, well mannered and show concern for each other as they play and interact together. They develop confidence and self-esteem because staff give regular praise, encouragement and support, as a result, their behavior is good. Children receive an induction into the group when they first attend. This ensures they are aware of the group's rules regarding safety, outdoor play and behavior. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded to carefully pass the cleaners and their equipment and not to run in the corridors. Children understand what to do if the building needs to be evacuated in an emergency and take part in regular fire drills. All of this teaches children about safety.

Children's health and well-being is promoted well. Hygiene procedures and practices to ensure that children are kept free from infection are routinely used. Effective hand washing routines are established throughout the session to help children develop good habits. Children know why hand washing is important and confidently say 'to wash away germs'. The setting promotes healthy eating as children choose from a wide range of healthy options and fresh fruit at snack-time. They actively engage in discussion with staff about what foods are good for them. Drinking water is available to the children throughout the session, ensuring they remain hydrated.

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