

All Hallows Kabin (O.O.S.C.)

Inspection report for early years provision

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Inspector Tara Street

Setting address c/o All Hallows Primary School, Priory Road, Gedling,
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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

All Hallows Kabin (O.O.S.C) is run by a voluntary management committee. It was registered in 2001 and operates from a port-a-cabin within the grounds of All Hallows Primary School in the Gedling area of Nottingham. Children have access to a secure, enclosed, outdoor play area. A maximum of 24 children aged from four to under eight years may attend the setting at any one time. The setting also offers care to children aged eight years to 11 years. The setting is open from 7.45am to 8.50am and from 3.20pm to 6pm, Monday to Friday during term time, and from 7.45am to 6pm during school holidays. The setting serves the local and surrounding areas, including All Hallows Primary, Priory Juniors and Phoenix Infants, and children attend for a variety of sessions.

There are currently 64 children on roll. Of these, 43 are under eight years and five are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are ten members of staff, including the manager, who work directly with the children. Of these, four hold a qualification at level 3 in early years and playwork and two hold a qualification at level 2 in early years. The setting is a member of the '4Children' Network and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All Hallows Kabin (O.O.S.C) provides a fully inclusive and welcoming environment. Staff know each child well and respect their uniqueness and individuality. As a result, children make good progress in their learning and development and they engage in a wide range of enjoyable activities which cover most areas of learning well. Most policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. Overall, the setting has built friendly and effective relationships with parents and carers and partnerships with other early years professionals are good. Robust systems for self-evaluation are in place, demonstrating the setting's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding children policy is in line with Local Safeguarding Children Board guidance and procedures
- develop further ways to involve parents and carers as part of the ongoing observation and assessment process
- extend opportunities for children to learn about the food chain and planting, growing, gathering, preparing and using different foods.

The effectiveness of leadership and management of the early years provision

Children's health and safety are promoted effectively. Security within the setting is robust and procedures for the employment and vetting of staff ensure only suitable adults work with the children. All staff have a clear and up-to-date knowledge and understanding of their responsibility to safeguard children, and appropriate arrangements are in place to deal with any child protection concerns. However, the child protection policy does not fully reflect the changes to the local authority procedures from April 2006 with regard to the Local Safeguarding Children Board. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. Staff supervise children closely, while allowing them to learn about and deal with risks as they play.

Staff are committed to their role and regular appraisals, supervision and meetings with the manager support them in all aspects of their work. The setting has successfully completed the recommendations raised at the last inspection and conducts robust self-evaluation systems to monitor the effectiveness of the setting. This demonstrates their good commitment to driving improvement. Staff organise the space and resources well in order to provide the children with a fun environment in which to learn. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources.

Parents receive good, quality information when their child starts and they are kept well informed thereafter through daily discussions with staff, informative notice boards, regular newsletters and parent questionnaires. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are less well developed. Parental feedback is positive, as they comment about the interesting activities on offer and how much their children enjoy their time at the setting. The relationship with the host school is good. Regular information about children's individual progress and achievements is effectively shared, which ensures continuity of learning. Clear links have been established with other early years professionals to ensure children's care and welfare needs are planned for. As a result, the individual needs of children are taken into account when organising routines, particularly those with special educational needs and/or disabilities, so that they are fully included.

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

Staff have a good knowledge of each child in their care and plan a wide range of activities and experiences to meet their individual interests. An effective key person system ensures children feel safe and secure, and as a result, they make good progress in their learning and development. For example, key persons conduct ongoing observations and assessments of individual children's progress and achievements, which are then recorded in their developmental records. Children arrive from school happy and eager to participate. Their opinions are highly valued. For example, child representatives are responsible for gathering together ideas and suggestions for future activities and outings, which are then acted upon by the staff. Children independently select activities on a daily basis. They freely move between the indoor and outdoor play areas and enjoy opportunities to participate in games of football, skipping, throwing and catching activities and scavenger hunts. Children's behaviour is good. They share, take turns and play well together. For example, children happily take turns to play on the games console or when playing with jigsaws and board games.

Snack times are social occasions where children from different classes enjoy sitting together with staff and talking about their day. This helps children to communicate effectively. Children negotiate and make suggestions during play, for example, taking on the different roles of fire and police officer when participating in a role play activities. They have a good variety of opportunities to write, make marks and use books so their literacy skills are effectively promoted. For example, children use a variety of art materials to make cards and draw pictures of themselves and their pets before confidently writing their names at the top. Children develop good problem solving skills as they use table top activities or build towers and other models from construction materials. Creative skills are developing well and children enjoy designing snowflake pictures with paper doilies, glitter, paint, scissors and glue. Other activities offered include making egg carton caterpillars, mosaic placemats and native book marks. Children become engrossed in imaginary play and use a variety of small world resources, such as a puppets, dolls and plastic animals, which they happily count, name and make the appropriate sounds for.

Children enjoy a good range of healthy snacks, and have access to drinks at all times. For example, children eagerly help staff to cut up pieces of pineapple, pear and apple to make a smoothie. They confidently discuss why they need to wash their hands before eating and touching food and the importance of using knives safely. As a result, they demonstrate a clear awareness of good hygiene routines, and together with outdoor play opportunities children's health, welfare and physical development are well promoted. Children enjoy cooking activities, such as making cornflake buns and iced spider biscuits. However, opportunities for children to learn about the food chain and planting, growing, gathering, preparing and using different foods are less well developed. Children are effectively encouraged to develop an awareness of their own safety and well-being through discussions and are reminded about the safe use of tools and equipment during their play. The activities and opportunities offered, alongside staff's interaction and commitment,

clearly supports the good development of children's skills for the future.

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