

Firbobs@Hillside

Inspection report for early years provision

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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

Firbobs @ Hillside registered in 2010 and is one of eight out of school clubs that is privately owned and managed. It operates from rooms within Hillside Primary School in the Noctorum area of Wirral. The premises are easily accessible. The out of school club serves the local area and has strong links with the local schools. There is an enclosed play area available for outdoor play. The setting is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time, this includes provision for children in the early years age range. The setting offers places to children aged up to 11 years. There are currently 23 children on roll, five of whom are in the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is open five days a week during school term times and sessions are from 3.15pm until 5.45pm. Children attend for a variety of sessions. The setting employs two members of staff who hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff work very hard to provide an environment where each child is respected and valued as a unique person. They have a good knowledge and understanding of the Early Years Foundation Stage and implement this effectively to ensure children are well cared for. Partnerships with parents are good and staff ensure they are kept well informed of their child's time spent in the club. Staff work well with the schools that the children attend, in order to provide continuity in care. Staff are committed to continuous improvement, but there are some minor weaknesses in systems that support the practice.

What steps need to be taken to improve provision further?

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

- use self-evaluation and quality improvement processes as the basis of ongoing internal review
- use assessment to plan the next steps in a child's developmental progress to ensure each child receives appropriate support.

The effectiveness of leadership and management of the early years provision

Clear and robust vetting systems are in place to ensure that staff are suitable to work with children and they are effectively safeguarded. New staff complete a thorough induction process to ensure they are suitable. They are aware of their

roles in relation to safeguarding children and the correct procedures to follow in line with the Local Safeguarding Children Board guidelines. Staff attend regular training in this area to keep their knowledge up to date. Daily risk assessments and daily checks are conducted to minimise hazards to children and staff. These include checks on equipment, outings, activities and areas used by the children. Children conduct their own risk assessments and have a book containing photographs of the children showing possible hazards, such as trapping fingers in doors and slipping on wet surfaces.

Staff work well as a team to provide an enjoyable and relaxed experience for the children who attend. Children have opportunities to be creative and active after school as they make friendship bracelets and play on the floor with large cars. Resources are used effectively to support children's learning as they can independently access these from the low-level shelving units in the room.

Staff maintain good relationships with parents and carers, providing them with information about the setting through notice boards, texts and information contained within their invoice. Staff have canvassed parental opinions about the service provided. Some of the comments include, 'the fact that they go the woods, library and play out is great'. 'Firbobs is an excellent service to offer us parents. My child settled in straight away and loves the huge range of activities that are always available'. As a result of completed parental questionnaires, the club have implemented certain changes, such as a communication book with parents and a door bell on the outside door. They also now display the menu for parents and children to see.

Staff have a good knowledge of the Early Years Foundation Stage and know the children well. They have positive relationships with the schools and pass on information to parents. They liaise regularly with the reception class teacher and offer to take children to school events, such as the Christmas fair, even when the children are not attending the club on that particular evening. Staff undertake observations of children's progress, but linking this into planning for individual children's next steps in their learning and development is in the early stages. Children are given plenty of choices about what to play with and are involved in the planning of activities. They have a good understanding of issues relating to equality and diversity, as they provide a service that ensures all children and their families are included.

Staff are keen to review and improve practice to enhance children's experiences and maximise their learning and development. Systems to monitor and assess the provision are not yet formalised, but staff are confident about what the setting needs to do to improve further.

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

Children greet staff with enthusiasm, are confident and happily settle to play with the activities. They behave well and form strong relationships with each other and with staff. Children are rewarded for their good behaviour with a raffle ticket with

a weekly prize draw taking place. Good manners are encouraged at snack time with staff role modelling respectful interactions with children and each other. High priority is given to maintaining children's good health and well-being. Children adopt good personal hygiene routines, as they wash their hands prior to eating and are encouraged to clean their teeth. Staff take opportunities to talk to children about healthy and unhealthy foods and the importance of regular exercise, as they remind children that boxers skip to keep fit. Children have a 'Choose Tuesday' where they are able to make decisions about what food items they would like available at the club on a Tuesday. They get plenty of fresh air, as they go out to play in the well-equipped outdoor area where they can access a wide range of physical activities. They play ball games, ride on bikes and go for picnics in the local woods. They take part in a disability awareness week where they play shuffle football, one-legged assault courses and one-handed dodge ball, so they are able to experience different sporting activities. Children are encouraged to keep themselves safe, as they wear high visibility jackets when walking with staff to the club. They have visitors into the club, such as the fire safety officer and police officers to explain about the dangers of fire and stranger danger. They take part in road safety projects to further enhance their understanding of keeping themselves safe.

Children clearly maintain good relationships with staff who participate in their play. Staff happily talk with the children, as they play on the table football and hand held game machines. They take a genuine interest in what the children have to say, as they talk about their day at school and the forth coming Christmas fair. Children's views are canvassed and they complete a questionnaire to offer suggestions and ideas of future activities and comment on their satisfaction with the club. Some comments include, 'the best thing about coming to club is seeing all my friends'. 'I love playing with the fitness game and trying to win'. Ideas are valued and implemented when possible.

Children and staff create a relaxed, friendly environment. They freely ask for help when they need the camera to take photographs and staff willingly oblige. They have many opportunities to take part in a varied programme of activities. As they sit and talk, children take turns with the games and have fun as they dress-up. They look at different festivals, such as Divali and the Moon festival, be involved in related activities, such as food tasting and so becoming aware of different traditions. They learn about their local community, as they regularly visit the library, parks, the woods and other after school clubs.

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