

Lee on the Solent Breakfast and After School Club

Inspection report for early years provision

Unique reference number	EY307351
Inspection date	23/11/2011
Inspector	Coral Hales
Setting address	Lee-on-the-Solent Infant School, Elmore Road, Lee-on-the-Solent, Hampshire, PO13 9DY
Telephone number	07875949788
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Lee on the Solent Breakfast and After School club registered in 2005. It is situated in Lee on the Solent infant school in Hampshire and is part of Woodpeckers Childcare Limited. It serves the school and the local and wider community. Children have the use of the school hall and other rooms on occasions based in the school and also have access to the enclosed grounds and grassed school fields for outside activities.

Lee on the Solent Breakfast and After School club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The breakfast club operates from 7.30am to 8.50am and the after school club operates from 3pm to 5.45pm in school term times.

A maximum of 35 children may attend the club at any one time aged between four and under eight years. There are currently 105 children on roll, six of whom are in the early years age range.

The club employs four members of staff, one of whom holds a level three qualification and two others have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children come into the group happy, eager and keen to participate and make good progress in their learning. Staff know the children really well and most activities meet the needs and interests of the children. They are valued as individuals and achieve well, receiving appropriate support when necessary. Self-evaluation is completed through regular monitoring and reflection on daily practice and they demonstrate the capacity to maintain continuous improvement. They strive to offer fully-inclusive care to ensure that, overall, children's welfare, safety and health needs are met appropriately. There are effective relationships with parents and the local school and staff continue to build relationships with outside agencies.

What steps need to be taken to improve provision further?

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

- review hand washing procedures to ensure children are more fully protected from cross-infection.

The effectiveness of leadership and management of the early years provision

There is a detailed safeguarding policy which is shared with parents and staff are clear about their role in protecting the children. Risk assessments are effective and this means that children play and stay safe on the premises supported by daily check lists. Children are kept safe during the transition from the classroom to the after school club. For example, they are collected from the different areas by staff and when they arrive at the hall the children are signed in by the manager. Staff are well deployed around the club and support the children in all they do.

There are good links with the schools that the children attend and effective working relationships are in place with the parents. Informal discussions take place on a daily basis when the children are collected. Notices are displayed for them to read and this includes the registration certificate and contact information for Ofsted. Regular meetings and discussions with class teachers ensure children's individual needs with particular regard to their social and emotional requirements are met well. Staff take effective steps to promote equality and diversity and ensure all children make as much progress as possible.

The environment is welcoming and children quickly settle and have access to a variety of different activities and when needed a quiet area to relax in. A suitable and sufficient range of resources is provided and this enables them to explore and develop their own play and ideas. There are some resources to help children to learn about different cultures, for example, books to read and they have opportunities to celebrate different festivals.

Staff reflect on their own practice and identify areas for continued development in order to support the children. They demonstrate the ability to maintain continuous improvement.

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

The club provides a child friendly environment in which children are comfortable to learn, play and develop. They are happy to attend and respond well to the care and support given by key staff. Children are greeted by name on arrival and quickly settle down to activities with their friends. For example, they play with a box of soft toys and chat happily to their friends. Others find board games and start to sort out turn taking. Children receive regular praise and encouragement as they take part in activities and this builds their confidence and self-esteem.

There is a suitable range of organised indoor play and space to play outside. For example, table top toys such as construction toys and board games. Children are occupied and fully involved in activities, such as creating a hairstyle on the doll's

head and are able to ask for help when the comb becomes stuck. They dress the dolls and chat to others as they do so.

Children have good relationships with the adults and with their peers. Younger children very much enjoy the company of the older children and the interaction of the staff. For example, a child plays with dominoes and is supported as they attempt to match the same numbers together. They concentrate well and are very pleased when they succeed and love to be praised. Key staff have completed some written observations and these begin to identify children's interest and next steps in learning.

The environment is interesting to the children and they can access the resources that are set out. Children are able to relax, learn new skills and are prepared for life outside the school day.

Children behave well and know what is expected of them and are aware of simple rules set. Staff help them to understand the dangers around the setting. For example, they learn not to run indoors and to be careful of those around them. Regular discussions take place about fire safety and they practise emergency evacuations.

Healthy eating is encouraged and children are offered a selection of suitable foods at mealtimes. They are developing an understanding of appropriate hygiene routines. However, the system used for hand washing before snack does not fully protect the children from cross-infection.

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	3
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
--	---

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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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