

Tawnies

Inspection report for early years provision

Unique reference number EY330522
Inspection date 23/11/2011
Inspector Brenda Flewitt

Setting address North Town Community Primary School, Staplegrove 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

Tawnies is a privately owned out-of-school club, which opened in 2006. It operates from accommodation within North Town Primary School grounds in Taunton, Somerset. Tawnies is only open to pupils attending the school. The premises consists of a main playroom, a smaller room, kitchen and toilet facilities. Children also access the sports hall within the building and the adjoining playground. The club operates during term time only and sessions run from 7.30am to 8.50am and from 3pm to 6pm, Monday to Friday.

Tawnies is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children under the age of eight years may attend at any one time, all of whom may be in the early years age group. There are currently 72 children on roll, of these, three are in the early years age group. Children up to the age of 11 years also attend. There are five members of staff who work with the children, most of whom hold, or are studying towards, early years qualifications at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in safe and friendly surroundings, after their day at school, by staff who know them well as individuals. They play in an environment that is well organised overall, where their safety is generally well fostered. They enjoy a good range of activities over time, linked to themes and their own preferences. Staff have good evaluation methods to identify areas for development, which ensures that most requirements are met. They welcome advice from early years advisers and update knowledge through training to effectively continue to improve the experiences for children.

What steps need to be taken to improve provision further?

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

- keep records of the information used to assess suitability to demonstrate that checks have been done for all staff (Suitable People) 08/12/2011

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

- improve the staff recruitment procedures to include clear systems to assess all aspects of suitability, for example, medical suitability
- review the organisation of resources to improve the opportunities for children

to choose to relax and be quiet.

The effectiveness of leadership and management of the early years provision

Overall, staff implement clear policies and procedures to promote children's welfare and safety. They complete risk assessments and daily checks to provide a safe environment for children to play. Staff have a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. Most staff have attended training since the last inspection to update their knowledge and confidence in procedures. Relevant information is exchanged between settings that children attend via discussion and daily link books. All this helps to protect children from harm. In general, there are effective recruitment procedures to check that staff are suitable to work with children. However, the system for finding out about any health issues that could affect caring for children are not clear. Most required records are in place, well organised and completed appropriately. The records of information to demonstrate that checks have been carried out for every member of staff are not readily available for inspection, which is a requirement.

Children use a satisfactory range of resources, which are stored and arranged so that they can make choices for themselves. However, the organisation of the space available, and resources such as books and comfortable seating, does not always enable children to be quiet and relax. Staff deployment is effective in providing good supervision and support for children's activities. Staff know children well as individuals through ongoing communication with parents and the connection with the school. Children develop a positive attitude to people's differences through the good example set by staff, and planned activities, which explore various cultural celebrations.

Staff promote positive relationships with parents. There is clear information supplied to parents by way of a parents' information leaflet and displays in the setting. There are daily opportunities for sharing information in order to meet individual needs. Staff actively seek parents' views via questionnaires and act upon their suggestions for improvement. Parents say their children are happy in the friendly environment at Tawnies, which is just like an 'extension to their school day'. Partnerships with the other setting that children attend, who deliver the Early Years Foundation Stage, are effective due to the close link with the school. Two members of staff also work at the school, which promotes ongoing dialogue with school staff and the children themselves.

The recommendations set at the last inspection have been addressed, which has improved aspects of children's safety and development. Overall, self-evaluation systems are successful in identifying areas for improvement. For example, staff are trying various ways to improve the organisation of snack time to benefit all children. Staff welcome support from early years advisors for ideas, and attend training courses to update knowledge to effectively continue to improve children's experiences.

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

Children enjoy their time at Tawnies, in a friendly atmosphere where they enjoy one another's company after their day at school. Children make good relationships with staff and other children attending the group. Their ideas are valued and they are confident in making their needs known. Children behave well. They know what to expect through familiar routines. They receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Children develop a good sense of belonging as they see their artwork and photos of themselves displayed. The strong links with the school promotes a feeling of being part of a community.

Children are involved in a good range of activities over time. Staff plan an adult-led activity twice a week, which may include art and craft, cooking or a physical game. Other resources are arranged so that children can make choices. Children quickly settle to something that interests them on arrival and are encouraged to complete tasks to their own satisfaction. For example, a child is engrossed in making Christmas decorations using various pulses, card and glue. They are pleased to be able to continue the project on another day, when they will add colour with paint. Staff join in with activities, offering positive interaction which encourages children to think about what they are doing or chat about their day and events in their lives. Staff know the children who attend well through their observation of children's achievements, and effective links with the school. This enables them to offer activities and good support to enhance their learning and development. Children enjoy a healthy lifestyle. They usually have fresh air and exercise each day where they can be involved in physical activities such as climbing, ball control and team games. They choose from nutritious options at snack time that include fresh fruit and vegetables. Children learn about aspects of their own safety through reminders by staff about the reason for certain rules in order to protect them. They understand about agreed boundaries when they play outside. Children know what to expect if they must leave the building in an emergency because they practise the procedure on a regular basis.

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
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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