

Great Harwood Activity Club

Inspection report for early years provision

Unique reference number	EY405435
Inspection date	29/11/2011
Inspector	Linda Shore

Setting address	Rushton Street, Great Harwood, BLACKBURN, BB6 7JQ
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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

Great Harwood Activity Club was registered in 2010. The setting operates within a school building and children's centre, in the centre of Great Harwood. The children have access to the main school hall and information and communication technology suite and also two rooms in the Children's Centre. The setting is registered to provide care for 30 children after school, from 3.30pm until 6pm during term times. There is currently one child on roll who is within the early years age range. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting employs five members of staff including the manager to work with the children. Of these, four staff hold appropriate early years qualifications to level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's learning and development is supported through a suitable level of staff's knowledge of the benefits of learning through play. Limited age-appropriate resources for the early years and planning for individuals impacts on children's learning. Partnerships between parents and staff are in place as information is shared daily about the activities the children have enjoyed. The club is developing partnerships with other professionals involved with the children to ensure all their needs are met. The staff team are beginning to evaluate their setting and identify its strengths and weaknesses. Most documentation is in place and underpins the care and education offered.

What steps need to be taken to improve provision further?

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

- implement an effective policy about ensuring equality of opportunities and for supporting children with learning difficulties and disabilities (Safeguarding and welfare). 29/05/2012

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

- ensure that all staff understand and implement the up-to-date safeguarding children policy
- develop the planning of activities to ensure that they are flexible, follow children's particular interests and take account of their individual learning needs
- improve the range of resources available to meet the needs of all children
- extend the opportunities for children to develop their awareness of healthy eating.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures ensure that children are protected whilst at the club. The manager is aware of the possible signs and symptoms of abuse and understands the importance of taking action if she has any child protection concerns. Although staff have some knowledge and understanding of child protection issues, they are not fully conversant with the setting's procedure to follow in order to fully safeguard children. There are suitable systems in place for the safe recruitment and selection of staff working directly with the children. All the required checks have been carried out to ensure staff are suitable to look after children, as well as having the appropriate experience and qualifications. Consideration has been given to the deployment of staff to ensure children are supported throughout the session, with staff ensuring children are always supervised. Risk assessments and safety checks are carried out to cover all aspects of the premises used by the children, including crossing the road between settings, ensuring potential risks are identified and the children's safety assured.

The manager demonstrates a commitment to developing practice and is beginning to identify priorities for further development. For example, learning journeys have been started and a key person system implemented to improve outcomes for children. The setting has capacity for continuous improvement.

Staff provide parents with daily verbal feedback on children's welfare and activities, helping children to develop a sense of belonging when their parents are involved with the setting. The setting is in the early stages of developing links with other professionals involved in the care and education of the children within the early years age range, particularly the Children's Centre, accepting children for funded respite places.

Written records, policies and procedures are mostly in place and underpin the safe and efficient management of the setting; however, there is no equal opportunities policy in place. This is a breach of the welfare requirements. Consideration is given to developing children's awareness of a wider society through targeted activities centred on culture and conditions in other countries. This helps children learn to value aspects of their own lives and the diverse society in which they live. The provider demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for.

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

Children are settled and involved in the activities on offer. They are able to choose which resources they play with and spend periods of time busily engaged in their chosen activities. For example, children enjoy art and craft activities, board games, play dough and imaginary play with the puppet theatre and puppets. The children

have access to an adequate selection of resources that are fit for purpose and which are easily accessible. However, there are limited age-appropriate resources for younger children, impacting on them learning to make choices and express their ideas.

Staff talk to children about their individual needs, interests and play preferences in order to include these in the activities on offer within each session. This ensures that children's preferences are catered for and allows them opportunities to develop their own interests. For example, children selected a wheeled construction set and others chose a board game and organised themselves to play. Planning is not currently linked directly to children's observations; therefore, they do not benefit from targeted learning opportunities to progress steadily towards the early learning goals. Children have suitable opportunities for free play and enjoy more structured activities, for example, computer research about whales and dolphins, for their current topic, 'Under the Sea'.

Children learn to be healthy, with suitable opportunities to develop their physical skills while participating in active outdoor games, such as ball skills. They are offered a healthy snack of crackers with butter or cheese spread, with milk or water. However, they are not offered other healthier options, such as fruit. As a result, children miss further opportunities to learn and develop an understanding of healthy eating. Children have access to fresh drinking water throughout the session, which ensures they remain well hydrated. Staff and children carry out regular fire evacuation practices. This increases the children's awareness of fire safety issues.

Children learn to share, take turns and interact positively with their peers as they play. Staff are consistent as they deal with children's disagreements and challenging behaviour in a way that is appropriate for each child's age and stage of development. Consequently, children are learning good behaviour and 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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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