

Rothley Childcare Club

Inspection report for early years provision

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Inspector Janice Hughes

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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

Rothley Childcare Club is one of a number of day care provisions run by Kaleidoscope in Action and opened in 2003. It operates predominantly from the first floor room in the village hall Rothley, Leicestershire. The club is open Mondays to Fridays from 8am to 8.50am and 3pm to 5.30pm, during term time only. The club serves the local community.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. They are registered for 32 children under eight years of age at any one time. There are currently 52 children on roll of whom four are in the early years age range. The club has experience of supporting children with educational needs and/or disabilities.

The club employs four staff, of whom half of the of staff hold an appropriate child care qualification and the other half are working towards a qualification. The setting receives support from the Leicestershire County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club provides an inclusive welcoming environment and has built appropriate partnerships with parents and other carers. Overall, children make satisfactory progress in most areas of their learning and development. There are limited resources that depict other cultures. Although the staff have a sound knowledge of each child as an individual they do not plan for younger children's individual needs. Safety is compromised because the setting does not lock the club's door or conduct full risk assessments. The setting is committed to developing their practice and is beginning monitor and evaluate themselves.

What steps need to be taken to improve provision further?

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

- ensure that children do not leave the premises unsupervised and take steps to prevent intruders entering the premises(Safeguarding and promoting children's welfare). 29/12/2011

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

- ensure the existing risk assessments cover anything with which a child may come in contact with
- improve the resources so children begin to know about other people's

- cultures in order to understand and celebrate the similarities and differences between them in a diverse society
- develop planning procedures to plan relevant and motivating learning experiences for each child.

The effectiveness of leadership and management of the early years provision

Children are protected appropriately because the staff have sound knowledge of safeguarding procedures. They are clear with regard to the action they must take if they were to have concerns about a child in their care. Suitable safety equipment is fitted around the setting and appropriate steps are taken to reduce the risk of cross infection. However the door to the out of school club is not locked and this compromises children's safety. The manager carries out daily risk assessments on the premises and on the walks to and from school, however she does not record the risks assessments for any outings or the activities the children are involved in. The environment is generally well organised with a variety of toys and resources that children can freely access. These are safe for children to use and there is space for them to play comfortably and enjoy their time at the club.

The staff understand how to involve themselves in the children's play to support and promote children's needs. They interact positively, joining in and talking with them to extend their fun and concentration. They provide a service that is inclusive for all children and their families to ensure children get the support they need to make satisfactory progress. Staff are deployed suitably and have an appropriate understanding of how children learn and develop skills across the different areas of learning. The manager accurately maintains all of the necessary documentation, including registers of children's attendance and parental consent forms. She has recently started to develop a system to monitor and evaluate the provision to ensure she has a clear focus for future development.

Children benefit from the close relationships that the staff develop with their parents. A regular two-way flow of information is promoted through sound systems. For instance, they have a suggestions box and send out regular newsletter; which help parents understand what is happening in the club. The setting understands the benefits children gain from partnership working if they also attend other early years provisions or clubs. The staff shares information with the local school verbally. Further information is shared with other providers, so that they work collaboratively to support the learning of children whose care is shared.

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

Children show enthusiasm and excitement at the activities on offer and engage in play for long periods of time. They show a clear understanding of the routines and as a result develop their independence and confidence, for example, as they self

select what they play with. Planning systems are adequate in providing a range of play opportunities for children. However they do not plan for the younger children's individual learning or interests. There is a sufficient balance of adult-led activities as well as free play. In the main most children are making satisfactory progress in their learning and development. Staff are effective in their interaction to support children's activities through discussion, explanation and questioning. This is shown well as the children participate in making Christmas decorations and cards, as they independently create their own designs. This provides stimulating opportunities for children to be active learners and critical thinkers. Children are actively encouraged to express their thoughts and feelings throughout the activity as the children talk excitedly about their Christmas experiences and what they would like for Christmas presents.

The children show care and concern for each other and the environment and form generally good relationships with staff and other children. Children behave well and develop a sense of pride through the positive encouragement and praise that staff give them. For example, children make pizzas, out of play dough and staff use this opportunity to develop problem solving as the children roll dough into rectangular shapes and select different toppings. A wide range of resources are set out so that all children can make choices in their play. Additional resources are readily accessible for children to use to in their play and enhance most areas of learning. However there are limited resources to develop diversity through play. Children use their imagination; spending time in the role play area. They negotiate their role within the kitchen and cook a soup and chips for tea. Children play well together, both younger and older children, without adult involvement, which develops their social skills.

Children's good health and well-being is adequately promoted. Children enjoy physical play. They show skill as they balance, skip and parachute games with skill. The children have an awareness of safety; they carefully watch each other as they run around the hall. Consideration is given to the provision of physical play; trips to the local park are planned to enable the children to use large play equipment to enhance physical skills. All of the required information is suitable regarding children's health and dietary needs. Healthy snacks are available to promote children's understanding of healthy eating.

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