

# Plus Fives Afterschool & Holiday Club

Inspection report for early years provision

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**Unique reference number**

EY339363

**Inspection date**

19/12/2011

**Inspector**

Vivienne Dempsey

**Setting address**

Ingleby Mill Primary School, Windmill Way, STOCKTON-ON-TEES, Cleveland, TS17 0LW

**Telephone number**

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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**

The after school and holiday club operates from within Ingleby Mill Primary School in Ingleby Barwick. The provision has use of two halls, the library area, the studio and associated facilities of the school. There are several outdoor play areas. The club is registered for 64 children aged from 3 years to 8 years. It runs in school holidays from 7.30am to 6pm and from 7.30am to 9am and 3pm to 6pm during term time for children attending the school. There are four staff identified who work in the setting, who are all qualified to a minimum of level 3 in childcare.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff create a warm and friendly environment to all children and their families. They demonstrate a genuine commitment to inclusion which is evident throughout all aspects of their practice. Children access a good variety of resources and learning experiences. There are good procedures in place to observe children's learning and development. Links with other providers are good. The setting works closely with the local authority advisor and attends regular training to develop their knowledge and skills. However, formal systems for self-evaluation are not fully in place.

## **What steps need to be taken to improve provision further?**

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

- develop further formal systems for self evaluation to drive continuous improvement
- develop further systems for summative assessment to clearly show children's progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected as staff demonstrate a good knowledge and understanding of their role in safeguarding. Detailed policies and procedures to promote the safe and effective management of the setting are in place, for example, a safeguarding procedure, complaints and lost child policy. Recruitment procedures ensure that staff are appropriately qualified and that the required checks are completed. Staff benefit from regular appraisals and ongoing access to relevant training. Most staff have completed safeguarding, first aid and food hygiene training in addition to a range of other training, such as, behaviour management and equality and diversity. Risk assessments effectively promote children's safety. A written record of risk assessment is completed for indoors, outdoors and outings. Staff actively evaluate and identify areas to improve safety, and daily checks of the setting are completed. Good use is made of the space to

accommodate different types of play activities, including role play, craft, quiet area and physical play. Resources are freely available; this effectively promotes children's independence. A large outdoor area provides many opportunities for the children to be active and learn about the environment.

Staff work closely with parents from the start to ensure that they are aware of and able to fully support children's individual needs. Parents receive regular information through discussions, letters and with the use of the noticeboards. Parents and children regularly suggest changes that the setting takes on board, such as, new resources and activities children want to be involved in. Parents comment that 'staff are pleasant and good with the children and children receive an excellent standard of care, appropriate to their individual needs'. Good links are made with other providers delivering the Early Years Foundation Stage framework. For instance, staff exchange relevant information about individual children with teaching staff at the local nursery and school. They obtain copies of the school's schemes of work to enable them to work in harmony to support children's learning. The manager and staff demonstrate a genuine commitment and enthusiasm to the improvement of the service to promote outcomes for children. The recommendation raised at the last inspection has been fully addressed. However, formal systems for self-evaluation are still in the early stages, which does not fully highlight areas for improvement to fully promote outcomes for children.

A good range of resources are also available to promote children's awareness of differences and others, such as, books, posters and small world figures. The setting regularly celebrates a range of festivals from around the world, such as Chinese New Year, Diwali and Christmas. Children also enjoy tasting and preparing food from other countries. The setting does not currently care for children who have special educational needs and/or disabilities. However, staff have a good understanding of systems they need to have in place to ensure their individual needs are met.

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

Children enjoy good relationships with staff and their peers and are happy at the setting. They access a wide range of fun activities, including, painting, dressing up, computer games and construction toys, and are able to make choices about their activities. The routine is flexible and allows for a good balance of adult and child-led activities. Staff provide lots of praise and encouragement. Consequently, children's behaviour is good. They show respect for one another as they negotiate their play while engaged in a range of activities. They enjoy the company of the older children and follow their lead when making large collages. Children plant and grow vegetables and celebrate a number of cultural festivals, such as, Chinese New Year, Halloween and Mardi Gras. This develops their knowledge and understanding of the world around them. Children enjoy the creative area as they make Christmas cards for their family members. Staff are very aware of children's individual needs and interests and plan accordingly. Staff observe and assess what children know and can do. Staff have a good knowledge about the Early Years Foundation Stage and have good systems to monitor children's development. For

example, staff know their key children well and work closely with other providers to ensure continuity in their learning and development. However, systems for summative assessment are still in the early stages, which does not clearly show children's progress towards the early learning goals.

Children are cared for in a clean and comfortable environment where standards of hygiene are well maintained. Staff raise children's awareness of safety by discussing relevant matters, such as, road safety and by practising regular fire drills. Staff show a good understanding of health-related policies and procedures. Healthy eating is well promoted and snack choices are varied and nutritious, including sandwiches and fruit. Fresh drinking water is readily available. Staff recognise the importance of promoting an active lifestyle. They ensure that children have regular opportunities to take part in physical activities, both indoors and out. For example, children enjoy the use of a games console and selection of games that promote physical activity. Children have daily opportunities to use the large hall and outdoor area and enjoy playing games, such as, 'what time is it Mr Fox', encouraging them to be active whilst having fun. Staff demonstrate a good understanding of the documentation they have in place and the reason for it, such as the written records for recording accidents and medication administered. Consequently, this effectively promotes children safety and well-being.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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