

Discovery Vine Ltd

Inspection report for early years provision

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EY283035

Inspection date

11/01/2012

Inspector

Jane Shaw

Setting address

Harris CP School, Wychnor, Fulwood, Preston, Lancashire,
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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

Discovery Vine Ltd is one of six settings privately owned and run Discovery Vine Ltd. It was registered in 2004 and operates from the main hall, key stage 1 and 2 resource areas and entrance hall within Harris Primary School in Wychnor, Preston, Lancashire. Children have access to a secure enclosed outdoor play area. A maximum of 40 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. The club operates Monday to Friday for 51 weeks of the year. Sessions are from 7.45am to 9am and from 3.20pm to 5.45pm during school term time, and from 7.45am to 5.45pm during school holidays. The club serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 64 children on roll. Of these, 32 are under eight years and of these five are within the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

There are five members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years, one holds a qualification at level 3 in Playwork and one is currently undertaking a qualification at level 3 in Playwork. Additional cover staff are available from across the company. The club is a member of the '4Children' out of school club association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Discovery Vine Ltd provides children with a welcoming and inclusive environment, where children make good progress in their learning and development. They enjoy a wide range of play opportunities which cover most areas of learning well. Staff know the children well, and are able to successfully meet their individual needs. Overall, children's welfare, care, health and safety are effectively promoted as a result of the club's policies and procedures, routines, team working, and record keeping. Positive partnerships with parents and carers and good communication with other early years professionals support children's placements effectively. In the main, systems for self-evaluation are good, and demonstrate the club's commitment and capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems which take into account the views of children and staff in order to effectively identify the setting's strengths and

- priorities for development
- enhance the book area to enable children to relax and enjoy quiet reading, and where they and adults can also enjoy books together.

The effectiveness of leadership and management of the early years provision

Children's welfare is in the main well protected as staff have a clear knowledge and understanding of safeguarding policies and procedures. Clear recruitment, vetting and induction procedures for staff safeguard children's welfare. Good staff ratios and effective deployment support children's safety effectively. Records, policies and procedures are generally well organised, however, the daily register does not consistently show children's hours of attendance which is breach in requirement of the Early Years Foundation Stage. Staff complete daily safety checks prior to children's arrival and the premises are secure. Detailed risk assessments are completed and reviewed on a regular basis.

A substantial range of good quality resources supports children's achievement and enjoyment effectively. Children make many choices about their play, and as a result they are clearly becoming independent and active learners. Equality and diversity is actively promoted as staff ensure all children are enabled to participate and have equal access to opportunities and resources. This is particularly true for children with special educational needs and/or disabilities. Staff communicate daily regarding activities, children's development and planning. The successful completion of recommendations raised at the last inspection, effective self-evaluation, annual appraisals and access to training and development demonstrates the clubs commitment to continuous improvement. However, systems for self-evaluation do not yet routinely include the views of all staff and children.

Positive partnerships with parents and carers successfully promote and support children. They have access to a good range of information about the club, including what it provides, activity planning and policies and procedures. They receive daily feedback and have access to their child's developmental records where applicable. Parents and carers spoken to, confirm their complete satisfaction with the club. Effective arrangements are in place for liaising with teaching staff. Daily communication takes place between teaching and club staff including information regarding children's individual learning and development and planning. Club staff use this effectively to plan activities to support individual children's development. These positive relationships ensure continuity of care and complimentary curriculum for all children.

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

Children make good progress in their learning and development as a result of the staff's clear knowledge and understanding of the learning and development requirements and play principles. Staff undertake observations of children's progress and achievements and the key person completes detailed developmental

records. Staff use their observations and discussions with children and teaching staff in the host school to plan a wide variety of activities and opportunities. Children arrive happy and eager to participate, and there is a buzz of laughter in the hall as they meet friends and enjoy their play. Their behaviour is very good. They share, take turns and play together well.

Children are developing a good understanding of healthy lifestyles as they enjoy healthy snacks and have access to fruit and drinks at all times. In addition they have contributed to the development of snack menus. They are fully aware of the need for good hygiene routines. Snack times are social occasions where children from different classes sit together engaging in conversation. Children have good opportunities to write, make marks as they draw and record activity suggestions in the planning book. They access books for independent reading; however, the presentation of the book area limits opportunities to enable children to relax and enjoy quiet reading or to enjoy books with others. Children develop good problem solving skills as they use table top games and as they count, weigh and measure ingredients during baking activities. They have a wide variety of opportunities and resources to develop their creativity and imagination. For example, through role play, craft, construction and den building. Children develop good skills when using technological resources, such as remote controlled toys and a games console. They have a sound understanding of their own safety as they learn about the importance of using tools, equipment and resources safely.

Children enjoy playing outdoors and eagerly participate in group games, such as football. They confidently use the adventure play equipment, where they develop competent physical skills and abilities and develop an understanding of the benefits of exercise. Children are developing a good understanding of the wider world, as they celebrate a variety of festivals, and are involved in fundraising activities. The activities and opportunities offered, staff interaction and commitment from both staff and children clearly supports the development of children's 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?	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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in early years section of report (Records to be kept) 25/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in early years section of report (Records to be kept) 25/01/2012