

Guideposts Trust Fun Club

Inspection report for early years provision

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Inspector

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Setting address

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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

Guideposts Trust Fun Club was registered in 2005 and operates in The Bronze Barrow, a purpose-built building that also contains Madley Brook and Springfield Primary Schools, in Witney, Oxfordshire. The club uses rooms and facilities also used by the schools. There is disability access to the building. All children share access to a fully enclosed outdoor play area. The club provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club may care for no more than 24 children under eight years, and of these, not more than 24 may be in the early years age group; of these, none may be under two years at any one time. There are currently 56 children on roll aged from three to under eight years, of whom five are under five years of age. The club also provides places for older children up to 11 years of age. It is open each weekday from 3pm to 6pm, during term times. It is open each weekday from 9am until 4pm during the school holidays. Children come from a wide catchment area and attend for a variety of the sessions on offer. There are five members of staff who work with the children. Of these, one holds a degree in Child Psychology; three hold National Vocational Qualifications (NVQ) at level 3 or the equivalent; and two hold NVQs at level 2 and are working towards level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. All children, including those with a profound and/or multiple learning difficulties, enjoy exploring through play and experience a variety of well-organised activities. Staff take into account children's individual needs and interests and ensure all are fully included in activities and have equal access to equipment and resources. There are outstanding partnerships with parents and carers, the host school, local schools and outside agencies, and information is shared very effectively. The children respond very well to the care and support they are given and achieve well in a warm, secure environment. The manager and staff have a good, clear knowledge of the club's strengths and areas for improvement, such as improving resources in technology, which shows they have good capacity to improve in the future.

What steps need to be taken to improve provision further?

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

- develop further the range and use of information and communication technology resources to support children's learning and development

The effectiveness of leadership and management of the early years provision

Children's safety is promoted extremely well because staff have an excellent understanding of safeguarding and child protection issues. They ensure comprehensive policies and procedures are fully implemented to protect children from harm. Security within the club and building is outstanding and children are supervised at all times. Staff undertake regular risk assessments of the indoor and outdoor environments and equipment is rigorously checked to ensure it is clean and well-maintained. There are robust staff recruitment and vetting procedures in place to check the suitability of staff and adults having contact with the children. Staff and parents have a very secure knowledge of the rigorous procedures in place for the collection of children. Fire evacuation procedures are practised regularly to ensure staff and children are familiar with the routine. Staff remain vigilant at all times and ensure children have access to and are cared for in well-maintained rooms according to their specific needs.

The club is well led and managed. The manager, committee and staff share a clear vision and work hard to enable the children to experience a wide range of well-organised activities in a very safe, interactive environment. There are good self-evaluation processes in place which ensure that improvements have a significant impact on the children's experiences. The manager and staff have strong ambition and drive. They work purposefully together and take into consideration the views of parents and children. Staff regularly monitor activities and set realistic targets for all children. They provide excellent support for children with special educational needs and/or disabilities. Staff promote equality and diversity to an outstanding level and ensure children integrate very well in the after-school club and holiday club. Children experience activities such as African drumming and sample food from countries such as India and China during international week. This encourages them to value other lifestyles and cultures. Staff make effective use of a good range of resources to meet most of the needs of the children. However, there is a limited range of information and technology resources, which impacts on the children's choice of activity and the development of these skills.

Partnerships with parents and carers are outstanding. They say that staff provide excellent care and ensure their children are happy, safe and secure in a wonderful, nurturing environment. Parents receive regular information through comprehensive newsletters, informal discussions, the parents' notice board and website. Key staff regularly share the children's 'learning journey' records with parents and hold consultation meetings so they become familiar with the children's progress over time. Parents are very supportive of special events, such as pottery, swimming, sports day and fundraising activities. They feel their children have fun and appreciate trips to the butterfly farm, the sensory playground and cinema during holiday club. Partnerships with the host school are outstanding and the club benefits from the use of the indoor and outdoor environments. There are outstanding links with outside agencies who help staff to meet the specific requirements of children with special educational needs and/or disabilities through

advice and support.

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

Children benefit from well-planned activities and achieve well. They enjoy creative play, sensory play and outdoor play and are encouraged to explore new experiences in a bright, stimulating environment. Staff value their interests and include these in the choice of activities. They skilfully use the information gained to plan the children's next steps in learning. Themes such as Christmas, Spring and International Week enrich children's experiences. Children make their own choices of play activities with support from staff.

Children behave very well because staff are excellent role models with a consistent approach to managing their behaviour. They share resources sensibly as they play in the creative area and the dark tent. Children are highly motivated and confident, because staff actively promote their independence when they access activities. Staff and visitors talk to the children about other lifestyles, customs and food. They gain an excellent understanding of food from other countries, such as Spain and Italy, as they taste paella and pasta, and festivals such as the Chinese New Year.

Children experience an excellent range of activities which promote health and safety. Staff talk to them about healthy foods and work hard to ensure individual needs are met. They have food and drink according to their individual routines. Some children need help with feeding, others need to be tube fed and some sit quietly and feed themselves. They enjoy snack time which is a sociable occasion. Physical skills are developed well as they play ball games outdoors. They learn to behave in ways that are very safe for themselves and others. They use equipment very carefully as they make fruit salads, flapjacks and pizzas with healthy toppings. Children benefit from activities which support their understanding of road and fire safety.

Children experience a wide range of well-organised interesting activities in which they are actively involved. They respond very well to the individual care and attention and achieve well. Children's creativity is developed well through activities such as making colourful patterns with their hands, drawing and colouring pictures and decorating plates. As part of their visit to the wildlife park they enjoyed watching the giraffes feeding and the snakes slithering through the undergrowth. Children's physical skills are developed well as they walk along and balance on the trim trail and steer their pedalled vehicles. They concentrate well as they plant cress seeds and grow broad beans and vegetables in the outdoor area. Children enjoy visiting the ball pool because they are stimulated by lively music and variations in lighting. They benefit from the calming influence of the sensory play room where they can watch television, and experience different lighting and music. Children are encouraged to use bright colours in their sponge paintings and count the legs of insects they find when they go on a bug hunt. However, they do not make full use of technology, such as the digital camera, to share their experiences with others. Overall, children are prepared well for life outside the school day and

future learning experiences.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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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