

Schoolfriend Clubs @ Wimborne Junior

Inspection report for early years provision

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Inspection date	26/01/2012
Inspector	Fiona Robinson

Setting address	Wimborne Junior & Infant School, Wimborne Road, SOUTHSEA, Hampshire, PO4 8DE
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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

Schoolfriend Club was registered in 2007 and operates from a classroom within Wimbourne Junior School, in the Southsea area of Portsmouth in Hampshire. It is managed by the Schoolfriend at Wimbourne organisation, which is a registered charity and part of a national organisation providing out of school care. There is ramped disability access to the building. Children have access to the school hall, the computer suite (twice weekly) and the enclosed outdoor play area. The group 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 group may care for no more than 36 children between four and eleven years of age at any one time. Of these, not more than 36 may be in the early years age group, and none may be under two years. There are currently 65 on roll, of whom five are under five years of age. It is open each weekday from 3.15pm to 6pm, term time only. A breakfast club is also provided from 7.45am to 9am. Children from the host school attend for a variety of the sessions on offer.

There are four members of staff who work with the children. Of these, three hold a National Vocational Qualification (NVQ) at Level 3 and one holds a Master of Arts degree in Early Years. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets successfully the needs of children who respond well to the care and support they are given. They achieve well because activities are interesting and well-organised. Staff ensure they are included in activities and treated equally. There are good partnerships with parents, carers and the host school, and information is shared effectively. The manager and staff have a good knowledge of the setting's strengths and areas for improvement, such as refining ways of recording the children's achievement and progress. They demonstrate a good commitment and 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 problem solving and investigatory experiences in the outdoor area
- develop further the range and use of technology to support children's

learning and development.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare well. They have a good knowledge of safeguarding and child protection procedures and their individual responsibilities. Staff implement comprehensive policies and procedures to ensure children are kept safe and secure. Risk assessments are conducted daily and carefully recorded to minimise hazards in the indoor and outdoor environments. Staff are deployed effectively to ensure children's safety. Security within the club is good and parents and staff are familiar with the rigorous procedures for the collection of the children. Staff ensure they are escorted safely to and from school. There are robust recruitment and vetting procedures in place to ensure that staff and adults having contact with the children are suitable. A comprehensive fire-evacuation plan is practised regularly to familiarise staff and children with the routine. Resources are well-maintained and safe and suitable for use. Engagement with parents and carers and partnerships with the host school are both good. Parents and carers consider that staff have created a caring, friendly, purposeful environment, to which their children enjoy coming. They receive comprehensive information about activities and fundraising events through informal discussions, the website and the dedicated notice board. Good communication levels between staff and parents and carers promote continuity of care for the children. They are kept well-informed of their children's achievements and progress. Parents and carers are encouraged to be involved in the evaluation of the club through the questionnaires they complete. Partnerships with the host school and others are good and the club benefits from the use of the hall, the computer suite and the outdoor area. There are good links with staff and outside agencies that provide support and advice for children with special educational needs and/or disabilities, and those who speak English as an additional language. The club is well-led and managed. There are good self-evaluation systems in place. Staff meet regularly to discuss planning and areas for improvement. They value the views of parents and children. Good progress has been made in addressing the recommendations of the previous inspection. Staff demonstrate good ambition and drive and regularly monitor and evaluate their provision. They make effective use of a good range of resources to meet most of the children's needs. However, their own technology resources, such as the digital camera and computer, are more limited. This impacts on the development of the children's skills to record and share their experiences with one another. Staff promote equality and diversity well by ensuring that children are integrated into activities and the celebration of festivals, such as Eid, Christmas and the Chinese New Year. Children are keen to learn from staff about customs in Iran for example. Good support is provided for children with special educational needs and/or disabilities. As a result, they make similar progress to their peers. Planning shows that opportunities for children to explore and investigate their garden area and outdoor environment are not fully exploited. This impacts on the development of their problem solving and investigatory experiences in their outdoor area.

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

There is well-organised play and children benefit from consistent care and support and achieve well across all areas of learning and Every Child Matters outcomes. Staff value the children's ideas and interests and include these in the planning of activities which motivate children. They make effective use of assessment and observations to help children to build on their existing skills. Themes, such as 'Winter', 'Spring' and 'Space' extend their experiences and understanding of the wider world.

Children behave well because staff are very good role models, with a consistent approach to managing behaviour. They learn to take turns and are respectful of the rules and boundaries they helped to compile. Children's independence is promoted well as they select their own games and activities. They cooperate well with one another as they build models and share resources. Festivals, such as Bonfire Night and Easter, and themes, including 'America' and 'Holland', enrich children's understanding of other lifestyles, customs and cultures. They learn to speak and write words in Dutch and sample food from other countries, which promotes children's confidence and self-esteem.

Children develop a good understanding of keeping healthy and safe. They make healthy choices at breakfast time and learn how to make porridge. Children select from a variety of options, such as toast, cereal, fruit, raisins and muffins. They explore the tastes of a range of fruit, vegetables, soup and pasta dishes at snack time. Children use equipment safely to prepare their own pizzas with healthy toppings and fruit salads. Their physical skills are developed well as they play football, dodge ball and practise their balancing skills in the outdoor area. Children feel safe and secure and show a good awareness of keeping themselves and others safe. They benefit from talks on fire, water and road safety, and learn how to cross the road safely.

Children enjoy coming to the club and achieve well in their activities. Their creative skills are developed as they draw and paint colourful pictures of Chinese dragons. Children skilfully make models of cars and buildings. They cooperate well as they play parachute games. At breakfast club, they are keen to play tabletop games and ball games in the outdoor area. Children select their own choice of healthy fillings for their wraps at snack time. They are keen to grow their own tomatoes and strawberries in their outdoor garden. Children enjoy searching for insects and snails outdoors and sometimes build dens to hide in. Their communication, language and literacy skills are developed well through role play. They create colourful collages, make lanterns and paint pictures for their art gallery. Children enjoy drawing and painting daffodils and print colourful patterns with fruit, vegetables and leaves. Opportunities to use computers in the computer suite are welcomed. However, planned use of technology in play and the development of these skills are more limited in their allocated play base. Overall, children enjoy their activities and are prepared well for future learning experiences as a result of the good provision.

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	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

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	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

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