

Springfields (Yarnfield)

Inspection report for early years provision

Unique reference number	218366
Inspection date	26/01/2012
Inspector	Shirley Wilkes

Setting address	Springfield County Council, Yarnfield, STONE, Staffordshire, ST15 0NJ
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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

Springfields (Yarnfield) Out of School Club opened in 1997. It operates from two classrooms and the hall within Springfields First School, Yarnfield, in Stone. It is situated on a residential area and serves the local community and surrounding areas. It is open each weekday from 7.30am to 9am and from 3.30pm to 5.30pm during term time and from 8am to 5.30pm during school holidays. All children share access to an outdoor play area.

A maximum of 48 children under eight years may attend the club at any one time. There are currently 99 children on roll, of whom, 33 are in the early years age range. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

There are 12 members of staff, all of whom hold an early years qualification, two of those staff are qualified to degree level. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision for children's learning and development is good and all children are included, suitably occupied and enjoy the range of activities provided. The setting works well with parents and other providers delivering the Early Years Foundation Stage. This means they are able to ensure progression and continuity of learning and care. Most of the policies and documentation for the safe running of the club are effective in protecting children's well-being. The staff team are enthusiastic and keen to make improvements to benefit children but has yet to include all information gained from others for the purposes of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop further the evaluation systems in place to include the views of parents and children.

The effectiveness of leadership and management of the early years provision

Staff demonstrate that children are suitably protected through their knowledge and understanding of the indicators of abuse and neglect. A safeguarding policy is in place and in line with the Local Safeguarding Children Board guidelines. The current staff team have been vetted appropriately to ensure they are qualified and experienced. A detailed risk assessment is in place and daily checks are conducted to ensure a safe environment is maintained to ensure children's well-being.

The setting has a good and varied range of toys and resources available. Children can choose their own activities and interact with their peers and the adults in an informal way to meet their needs. Children feel safe as they are familiar with the key workers who care for them. They are aware of the rules for safety in the setting and outdoors. Children are able to play in an organised environment where space is used effectively. Children are able to access resources depicting positive images of different cultures, family backgrounds and abilities which helps promote children's positive attitudes to the diverse community.

Staff deploy themselves well, establishing warm, trusting and relaxed relationships with children. This means that children are very confident around staff, readily seek help and support and are keen for staff to join in their games. The relationship with the host school is good and liaison with teaching staff regarding children's progress in the Early Years Foundation Stage is well-established. This enables a consistent approach to be implemented to build on children's stages and learning styles. Staff take time to speak to parents daily to discuss achievements and efforts and to pass on any information from the child's school day. The close working relationship between the club and parents ensures that each child's individual needs are addressed in a consistent and respectful manner.

The setting demonstrates a good capacity to improve and an enthusiasm to continually update their knowledge, skills and practice to benefit the outcomes for children. However, the views of parents are not yet included to inform the process from a different perspective.

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

Children arrive and older children take responsibility to self register, writing in their arrival times on the register which is overseen by a member of staff. Staff have a good understanding of the Early Years Foundation Stage, consequently children's progress is supported well. They observe and record children's starting points and activities. These observations are then used to plan for children's progression across all areas of their learning. Planning is very flexible and takes into account children's interests and preferences after their school day. Children's views are sought as part of the planning to ensure their individual needs are met.

Children settle quickly to their chosen activity, such as, playing with the dolls and using the magnetic construction. They develop their creativity as they draw, write and colour pictures. They are able to freely access a wide and varied range of resources, such as, construction, small world, role play and various games. Children use a variety of mediums to help develop their creativity as they take part in a variety of art and craft activities. Children have access to a suitable and varied range of toys and resources, including, the computer and other programmable items, all of which helps them to develop skills for the future. Children begin to develop an understanding of mathematical concepts through daily routines and play.

Staff give praise to children when they have done well, such as tidying away toys and equipment and acknowledge achievements from their school day, all of which helps promote their self-esteem. Children develop a strong sense of their own identity, celebrating and discovering various festivals and cultural beliefs, such as Christmas and the recently celebrated Chinese New Year.

Children's healthy lifestyles are promoted and they follow good hygiene routines, independently washing their hands before eating and after using the toilet. They make healthy choices about what they eat and drink as they enjoy sandwiches with a variety of fillings and fresh fruit at tea time. Children's independence is encouraged by them pouring their own drinks at tea time, helping themselves to drinks throughout the session to ensure they remain hydrated. Children take part in the evacuation procedure, to ensure their awareness of what to do in an emergency situation. Children access the very well resourced outdoor area which helps their physical and coordination development.

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