

Wyes's Owls Out of School Club

Inspection report for early years provision

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Inspection date	20/02/2012
Inspector	Jennifer Kane

Setting address	Wye Village Hall, Bridge Street, Wye, Ashford, Kent, TN25 5EA
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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

Wyes's Owls Out of School Club has been registered since 2011. It is privately owned and managed. Links with the nearby school have been established. The club operates from the main hall of Wye Village Hall. Children have access to a secure, enclosed outdoor play area. The provision is open from 7.45am to 6pm, offering a breakfast club, after school club and a holiday club. At the time of the inspection only the after school club was open. The group serves the local school.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children may attend at any one time. There are currently 32 children on roll; of these, eight are in the early years age group. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are two senior members of staff; both of these hold appropriate early years qualifications. There are two part-time assistants; one holds a level 2 qualification. The group receives support from the local authority's early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and secure in the club which operates out of school hours. They have good relationships with the staff who have a clear understanding of their individual needs and interests. Staff generally make very effective use of the hall, despite some constraints, to create a child-friendly play environment. Children benefit from the good liaison with the teaching staff at the school. Through working in partnership with parents and the pre-school, the setting ensures the well-being and continuity of children in the early years age group. Staff strive to provide an inclusive and welcoming service for children and their families. They are clear about identifying their strengths and weaknesses, areas for development and are committed to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the observation folders to include children's next steps and share these further with parents and others
- consider ways to display children's work.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe and secure environment, where there is plenty of space to play and be active. The owner/manager and her deputy are very aware of their duties and responsibilities with regard to child protection and are confident about raising concerns. The written policy is shared with the parents. The staff clearly have the welfare and safety of the children high on their agenda. This ensures they safeguard all children in their care. Staff are qualified, experienced and fully committed to providing an atmosphere which is fun and relaxing. Consequently, children enjoy coming to the club and make positive comments about what they like to do while they are here.

The staff work very well together sharing tasks and taking the lead in some areas. They carry out regular risk assessments of the premises, the equipment, outside play areas and walks in the community. Children learn about their own safety during the short walk from the school to the hall. They demonstrate a good understanding of road safety and walk sensibly together. Staff communicate with teachers when they collect the children and this ensures that liaison is effective. The group has also established good links with the pre-school, with whom they share the outside play space. These commitments to working in partnership with others ensure good continuity and helps children's transitions.

Partnerships with parents are becoming well established. The staff are proactive in establishing parental views and opinions. They share information about children with their parents, both verbally on collection, and in writing in the contact books. Information sharing is achieved through newsletters, notice boards and questionnaires. Staff are also keen to find out children's views through children's survey forms. Policies and procedures, children's records and information about the club are clear and are shared appropriately with parents. Parents are very happy with the service provided. They make positive comments which reflect their satisfaction, praising staff for their good communication and professionalism. They know who their child's key person is, can discuss issues with the staff and find the only problem is 'getting my child to go home'.

The two main staff work closely together and the deputy offers very good support. Together, they spend a good deal of time preparing the space for the children before they arrive at the club. They lay the space out in a familiar way for continuity. Despite having to pack away everything daily, staff manage to create a welcoming environment. However, there are limited opportunities for children to display their work on the walls. The supply of resources is good and because of the limited storage staff have established a good alternative by making a book with photographs of all the equipment. Children then discuss what they would like out the next day and this involves them in the planning of activities.

The owner has clear aims and ideals for the club. Her deputy shares her enthusiasm for continuous improvement. Staff are keen to develop their skills and regularly attend courses. They meet regularly to discuss issues and to plan activities. Self evaluation is used to highlight any improvements needed. Staff,

parents and children's views contribute to this process. As a small team, they are clearly dedicated to providing good quality care and outcomes for children.

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

All children benefit from the staff's excellent knowledge and understanding of the Early Years Foundation Stage. At the time of the inspection, a small number of children attending the club were in the early years age group. The younger children are fully included in all the activities and have a key person. Children are encouraged to help run their club and contribute their ideas about the activities. As a result, the activities are well balanced, suitable for all ages and complement what they have done at school. Because children are fully included in the decision-making, they are interested in the activities and have good relationships with their peers. Consequently, they cooperate well and their behaviour is good. For example, a group of children at the pool table sort out turns and wait patiently.

Children in the early years age group have development folders to record their progress. These records show that they are making sound progress and transitions are good. These development folders are being developed and staff are beginning to share them with parents. Although the observations are clear and show what children have achieved, there is as yet no record of the children's next steps. Staff have plans to share these written records with parents and teaching staff. The good verbal communication however, ensures that parents know how their child is progressing.

Staff are friendly, share a joke and join in when needed, whilst allowing children to make independent choices for themselves about where they play and who with. Children enjoy relaxing on the cushions in the quiet area, chatting about their day and looking at books. There are good amounts of resources for mark-making, art and craft. Children enjoy painting on artist's canvasses with good quality paint and an assortment of brushes. They have fun mixing the colours and discussing their art. However, there are limited opportunities to display their creations or work. A group of children in the home corner ask staff to provide water for their tea party. They have enormous fun with a large teapot full of water which they share, pouring and measuring into different containers and cups. They understand why they need to clear up spills for their own safety. Children's knowledge and understanding of the world is encouraged through the good resources and the celebration of a wide selection of festivals.

Children enjoy a range of physical activities indoors, in the garden and on walks in the community. For example, they regularly go to the local park to use the climbing equipment. They also go the woods for nature walks. On these outings the staff are well organised and carry emergency equipment and records. In addition, they ensure children's safety while in the garden, through using two-way radios. Children also gain an understanding of healthy eating and good personal hygiene. Meals and snacks are nutritious and children help to plan the menus. They also volunteer to help make the snacks and lay the tables. A small group of

children put on plastic aprons and help to whisk the eggs and cut up fruit. Children automatically remember to wash their hands before the meal. They all sit together as a group to eat scrambled eggs and muffins with a selection of fruit and vegetables. This is a lovely social time where children and staff talk about the day, what they have done at school and chat about what food they like best. One child talks about 'Ollie the Owl' and that it will be his turn to take him home for the weekend next. This is a wonderful form of communication which includes children and their parents taking the owl out and about and recording in its diary where Ollie has been. So far the diary shows the owl in various venues, including a restaurant, at football and at parties.

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