

CHIPS Saturday Club

Inspection report for early years provision

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Inspector	Susan Ennis

Setting address	The Sele School, Welwyn Road, Hertford, Hertfordshire, SG14 2DG
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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

CHIPS Saturday Club registered in 1997 and operates from the Hertford Selections Children's Centre which is located in the grounds of Sele Secondary School in Hertford. The group has access to a large hall, toilets, a kitchen, a quiet room, a sensory room and a fully enclosed area for outdoor play. It serves the east Hertfordshire area and provides out of school care for children with special educational needs and/or disabilities and their siblings.

The club opens three Saturdays out of every four during school term times. Sessions last from 10am until 12.30pm. The group is registered to care for a maximum of 30 children aged from three to eight years, although they also provide care for children up to 19 years. Children attend for a variety of sessions according to their age. The setting also offers a parent support group and a sibling group, promoting opportunities for socialising and carer information sharing.

There are 11 members of staff and seven volunteers working with the children, who have a variety of qualifications and experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a very welcoming and extremely safe environment in which all children thrive. Planning is flexible and takes into account children's likes and dislikes, enabling them to enjoy their time at the setting and make excellent progress. Staff value diversity and are highly successful in ensuring that children's uniqueness and individuality is recognised and that all are fully integrated and achieving their potential. Dedicated partnerships with parents contribute significantly to ensuring that the individual needs of each child are fully met. Senior staff lead a culture of reflective practice where the staff work together to continually improve the outcomes for all the children and their families.

What steps need to be taken to improve provision further?

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

- develop further the use reflective practise to more fully incorporate the views of parents.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a very high level of commitment to promoting children's safety. Comprehensive awareness of safeguarding issues ensures that children's welfare is prioritised. All staff attend training in child protection and are aware of the contact numbers for reporting concerns. Extensive recruitment and vetting

procedures, including the induction of new staff and volunteers, ensure that staff are suitable to work with the children, and a rolling programme of training builds on their knowledge. Stringent procedures are in place with regard to the supervision of children. For example, staff are allocated one child to work with per session, ensuring that the child's individual needs are comprehensively and safely met. Children's well-being is meticulously enhanced by the exceptional organisation of the setting and the comprehensive policies and procedures in place. All areas of the setting are checked before the children arrive and comprehensive risk assessments are regularly carried out, including those for outings.

The setting consistently and actively promotes equality and diversity and tackles unfair discrimination, offering a service that is fully inclusive for all children and their families. All children receive a passionate and committed level of support. Staff know the children exceptionally well and work with their parents to gain a thorough understanding of each child's background and needs. For example, siblings can gain support and understanding about the difficulties of living with a disabled brother or sister, and children attending special schools can interact with their non-disabled peers. The stimulating range of available resources is actively used and the extremely inclusive, child-friendly environment is conducive to children's learning. For example, there is clear space for the children to move around, both inside and outdoors, as they build on their independence by self-selecting what they want to do. Staff show a genuine desire to promote the best care and opportunities for children and are committed to sustainability. They plan to use the self-evaluation form as an ongoing tool to further highlight their strengths and areas for improvement. However, as the user questionnaires currently in place do not fully encourage the parents to share their views, this information is not sufficiently used to enhance reflective practice.

The setting's dedication to building trusting and professional relationships with the parents and other settings ensures that children are consistently cared for. Parents and carers are exceptionally well informed about all aspects of their children's well-being and development and are fully included in the process. Parents are encouraged to have a very open relationship with the manager and staff team, who make themselves readily available to talk to them at all times. Parents demonstrate their delight with the group through comments, such as, 'They are absolutely fantastic. We don't know what we would do without them'. The setting is highly committed to working in partnership with other agencies, professionals and settings involved in the children's lives. There are well-established channels of communication that successfully promote children's learning and welfare. For example, the school nurse visits the club to train staff in the care of children with complex medical needs. This enables the children to fully access the club and the parents to leave their child knowing that they are expertly care for.

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

Children make excellent progress because the staff are skilled in using their wealth of knowledge and understanding to extend children's development. The organisation of the sessions ensures that children receive rich, varied and

imaginative experiences that meet their needs exceedingly well. Thorough settling-in procedures and initial assessments ensure that staff are aware of children's needs, interests and capabilities. A comprehensive system of observations and assessments then enables the staff to build on what the children know and plan for their continued development. Staff get to know the children extremely well and are highly motivated in meeting their individual needs. For example, staff observe the children very closely, identify when they are becoming less interested in an activity and quickly change the resources and/or the environment to stimulate the children's further experiences.

The inspiring range of child-initiated and adult-led activities ensure that children's interests and knowledge are continually extended. For example, children develop their problem solving as they work out that banging the different colours on the control pad with their hand or foot makes the colours in the bubble tube change and that making steps to jump into the ball pond is safer than making a tower to leap from. They develop their curiosity as they touch the sparkling sequins placed in a tray and the flashing lights on the musical instruments. They gain a sense of their bodies as they move around in the ball pond and reach for the bubbles blown by the staff. Staff are also skilled at promoting learning through daily routines and activities. For example, children develop their independence as they choose which fruit they would like for snack, and their turn-taking skills as they wait to have a go on the electronic gaming device.

Children thoroughly enjoy their time at the setting, confidently leaving their parents on arrival. Their behaviour is excellent as they follow the exceptionally positive role modelling of the staff. They learn the expectations in place and are given sensitive reminders by the staff. For example, they are encouraged to use good manners at snack time and visual aids, such as a large egg timer, help them identify how long they have to wait until it is their turn at an activity. Staff actively help the children learn about the society in which they live and the wider world. Celebrations of festivals are built into the planning. For example, children thoroughly enjoy tasting the lychee provided for Chinese New Year as well as making lanterns and a large colourful dragon.

Children's health and welfare are effectively promoted as the staff take active steps to minimise the spread of infection and develop children's understanding of healthy living. For example, children show a good understanding of the importance of following personal hygiene routines, such as washing their hands before snack. Their independence and body awareness are also promoted as they help themselves to drinks throughout the session. They become aware of their own physical capabilities as they participate in a game of chase with the staff and learn to negotiate a bike around the roadway provided. Children are sensitively made aware of the potential hazards. For example, when playing outside they are encouraged to use the slide on the grass rather than on the paved area and to be mindful of others when they are riding the bikes. Frequent visits from the local fire brigade and community police services also extend children's experiences and encourage them to think of their own safety.

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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
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

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