

Twiglets

Inspection report for early years provision

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Inspector

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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

Twiglets After-school Club is run by a voluntary committee of parents. It was first registered in January 2000 and moved to its present location at the Topsham School, Devon in June 2001. The club has the use of the school information and communication technology (ICT) suite, a classroom, the school hall and grounds. It provides after-school care for children attending Topsham School. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for up to 24 children aged from four to eight years old, at any one time, and also cares for children up to the age of 11 years. There are currently two children in the early years age range on roll. The club is open on weekdays during school term times, between 3.30pm and 5.30pm. There are three members of staff, all of whom hold relevant qualifications at Level 2 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Overall, the day-to-day running of the club satisfactorily meets children's individual needs. However, adults do not have a sufficiently secure knowledge of all aspects of the statutory requirements of the Early Years Foundation Stage and consequently several of these have been breached. Although staff reflect on their practice and seek ways to improve experiences offered to children, they do not demonstrate sufficient capacity to improve due to their lack of understanding of requirements linked to documenting information to ensure that children are appropriately safeguarded. There is good continuity between the club and the school, and effective partnerships with parents and carers, who value the service provided. Staff offer activities that complement the children's school day and support further learning and development.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure adults looking after children have appropriate knowledge, with specific regard to the legal requirements of the Early Years Foundation Stage (Suitable people) 07/03/2012
- request written parental permission to seek any necessary emergency medical advice or treatment 07/03/2012

- (Safeguarding and promoting children's welfare)
• obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 07/03/2012
- ensure all records pertaining to the management of the club are easily accessible and available for inspection (Documentation). 07/03/2012

The effectiveness of leadership and management of the early years provision

The club does not take adequate steps to safeguard children. The provider failed to notify Ofsted of a change to a member of the managing committee. It is a legal requirement to do so. On this occasion, Ofsted does not intend to take further action. Although there is a range of policies and procedures in place to underpin the management of the club, there are some key omissions in the documentation required to meet statutory requirements. The provider does not request parental permission to seek medical advice or treatment in the event of their child being involved in an emergency and does not record parents' and carers' written permission to administer medication. Nevertheless, there is good communication with parents and carers, and key information is exchanged about prescribed medicines. Staff work with the school to assess risks in the areas used by the club and also undertake assessment of risks associated with taking children on outings, such as visits to the local recreation ground. However, staff are not clear about their responsibility to ensure such records are readily available for inspection. Staff reflect on their practice and seek the views of others. This has been successful in addressing previous recommendations and in implementing ideas from parents, such as trialling a breakfast club. However, evaluation has not identified that staff are not sufficiently knowledgeable about the statutory requirements of the Early Years Foundation Stage. Consequently, some specific legal requirements have not been met and evaluation does not, therefore, effectively drive improvement. The club is well-resourced and children are offered many independent choices in their play. Various activities help children to understand about the different needs and interests of others, for instance, cooking foods from around the world. Staff know the children well and deploy themselves effectively to support children's choices. For example, they ensure that indoor and outdoor areas are appropriately supervised. All staff working within the club are also employed at the host school. Consequently, there is good continuity in the children's care, learning and development. Staff benefit from good partnerships made with other professionals during their work at school, so they can call upon additional expertise to support them in meeting the additional needs of children attending the club if necessary. Parents highly value the after-school club and describe it as an 'essential service'. They are well-informed about the many activities their children enjoy and comment that, in addition to providing a sociable community for their children, the activities also support their learning and development.

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

Staff work together well to provide interesting and challenging activities for all children attending the club. They use their knowledge of the children to plan stimulating activities and to offer resources that children enjoy using. For example, they ensure children have opportunities to play outdoors and offer a range of different resources to extend their development. Children who enjoy ball games are able to choose throwing and catching games, football, tennis or basketball. The club offers children activities that complement their learning at school. For example, staff know when children have limited outdoor play during the day because of wet weather, and ensure they access the school's outdoor play areas after school. Children are happy and settle well at the club. Younger children enjoy watching what the older children are doing and joining in with group activities. Staff keep a close eye on the younger children and acknowledge that they sometimes need to find a quiet area to relax or rest. Children have a good understanding of personal hygiene routines and diligently wash their hands when they come in from play, before sitting down for a snack. They enjoy healthy snacks, such as toast and fresh fruit or raw vegetables. Children make links between their learning at school and experiences at the club. For example, they ask staff if the bananas they have for snack are 'fair trade'. Overall, children are safe at school because they have an understanding of the rules and are familiar with the school environment and areas used by the club. For example, they move safely between the indoor and outdoor environments and notify staff if they need to leave the room to visit the bathroom. Although staff do not keep clear records regarding health and medication issues, they communicate well with parents and ensure that children are cared for appropriately in the event of accidents or illness. Children's behaviour is good. They play well together and treat one another with respect. Children are confident and well-motivated to make independent choices in their play. They are proud of their achievements and enjoy talking to staff about what they are doing or describing models they have made. For example they build constructions with cogs, count them and tell a member of staff how many cogs they have used. Staff often take photographs of children's models to share with their parents, which boosts their self-esteem. Children equally enjoy activities they initiate themselves as well as those planned by adults. For example, they talk about cooking activities they have enjoyed, particularly when linked to specific festivals or traditions, such as making pancakes on Shrove Tuesday or creating Indian feasts. Children clearly enjoy their time at the club, which provides a sociable extension to their school day. They make friendships with other children and complement their learning at school by engaging in activities that interest and challenge them.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 07/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 07/03/2012