

Naunton Park Out Of School Care Club

Inspection report for early years provision

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Inspector

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Setting address

Naunton Park Primary School, Naunton Lane, Cheltenham,
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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

Naunton Park Out of School Care Club registered in 1995 and operates from Naunton Park Primary School, which is to the south of Cheltenham town centre. It is for the use of children attending the school and is open from 8am until 9am and 3.15pm until 5.45pm, each weekday during school terms. The club provides care for children attending the school, from Reception to the end of the school, Year 6. The club has use of the canteen, the music room and outdoor play areas. The club is run by a committee made up from parents of children in the school, headteacher and governor of the school.

The club is registered to care for a maximum of 50 children from four to eight years old. There are currently 170 children between four and 11 years on roll. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The club employs seven staff to work directly with the children. The manager holds a Post Graduate Certificate of Education qualification. Five staff hold recognised playwork and childcare qualifications to level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club implements a strong play-based ethos that successfully enhances children's independent play and learning. The environment is secure, supportive and conducive to learning and the deployment of staff is effective during most daily routines. Most records and documentation to support children's welfare are in place. Overall, partnerships between the club and school are good and strong links with parents contribute to improvements in children's achievements, wellbeing and development. The management team make good use of a range of monitoring activities relating to provision and outcomes. They demonstrate an accurate understanding of the strengths and weaknesses of the provision and target setting to secure continuous improvement is realistic and challenging.

What steps need to be taken to improve provision further?

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

- develop further the two-way exchange of information between the club and teachers, with particular regard to children's individual learning needs, to enhance continuity and progression
- review the organisation of staff during snack time routines to meet the individual needs of all children.

The effectiveness of leadership and management of the early years provision

The management and staff team work well together to create a safe, supportive and inclusive environment for children. Safeguarding arrangements are secure. All staff demonstrate good knowledge of child protection issues and are vigilant and safety aware. Children benefit from ample space to play and learn and good opportunities for free-flow indoor and outdoor play all year round. Staff present the excellent range of resources well to enhance children's experiences and regular visits to the local resource centre ensure these are sustainable. Recruitment and induction procedures are secure and yearly appraisals and regular team meetings support staff's on-going suitability. Staff know and implement their roles and responsibilities well, although some snack time routines are very busy and make it difficult for staff to monitor and address occasional issues. Most records to support children's welfare are in place and some parents provide additional emergency contact details. The management and staff team actively promote equality and diversity and have good knowledge of each child's backgrounds and needs. They make the most of diversity to help children understand the society in which they live by participating in activities relating to their own and other cultures.

Self-evaluation takes into account the views of staff and parents through regular discussion and questionnaires. This provides an accurate diagnosis of the strengths and weaknesses within the provision, reflecting monitoring and analysis that is appropriately rigorous. Occasional use of the wish-fish laminate and spider-web notes, provides suitable opportunities for children to share their views and be involved in some decision making. Good access to training and successful addressing of recommendations from the last inspection, demonstrates a strong commitment to driving and securing continuous improvement. Staff are proactive in establishing strong partnerships with children's teachers. They request planning information each term in order to plan and support children's discussions and activities and liaise closely regarding general welfare issues. A two-way exchange of information about children's achievements, next steps and learning occasionally takes place to further support progression and continuity. Highly positive relationships with parents support children's needs well. They receive suitable information about the club through the parent pack and daily access to the clubs policies and procedures. Parents are able to inform important decisions about the club and their children's care and learning through questionnaires, tailored settling-in sessions and effective communication with staff.

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

Children benefit from ample quantities of wholesome, nutritious food that gives them energy after their school day. They have easy access to drinks and fresh fruit throughout the whole session to encourage a healthy diet. They develop very good independence in their personal care. They use wet wipes to clean hands on arrival and select what they would like to eat at the snack bar. Children enjoy excellent

opportunities to be active with unlimited access to outdoor play areas and a wide range of equipment that encourages their physical skills. They use the trim trail with confidence, demonstrating agility and control as they negotiate the obstacles and experiment moving around in different ways.

Children learn to manage risks safely through clear knowledge of the risks around them and close supervision and support of staff. They know what staff expect of them and demonstrate a clear understanding of safe action to take in an emergency. Staff provide purposeful support and encouragement through effective communication with parents and good knowledge of children's individual needs. Children show a good understanding of diversity, engaging in a wide range of activities and experiences that help support this. They draw and paint pictures of themselves to talk about their similarities and differences, colour Chinese dragon pictures, and begin to learn colour and number names in Welsh.

Children are well behaved. They develop confidence in establishing positive friendships because staff skilfully nurture their social skills in a safe, supportive environment. As a result, children show good levels of self-esteem and develop effective skills in negotiating and co-operating with their friends to build strong relationships. They enjoy playing football together and confidently share their news and experiences. They have excellent opportunities to make decisions about their play. Free-flow indoor and outdoor play throughout the session and easy access to stimulating resources and natural, recyclable materials inspires children's imagination and creativity and fosters their independent choices. As a result, children are active, creative, independent learners who have fun and enjoy their time at the club.

The weekly planning of activities covers the six areas of learning and radiates from thorough knowledge of children's interests and planning ideas from school. This is very flexible, enabling children to negotiate and initiate their own play and learning. For example, they design and make birds nests from recyclable materials, using their experiences and learning from school to help inform decisions about what they do. They use scissors to cut out their pictures and concentrate for long periods as they carefully draw or colour in their St. David's Day pictures. Children enjoy listening to music, singing and dancing along to familiar songs as they play.

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