

# Foxes Den Out of School Care Club

Inspection report for early years provision

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**Unique reference number**

207233

**Inspection date**

08/03/2012

**Inspector**

Tara Street

**Setting address**

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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**

Foxes Den out of School Care Club is run by a voluntary committee. It was registered in 1993 and operates from the main hall of Newtown Primary School in New Mills, Derbyshire. Children have access to a secure, enclosed, outdoor play area. A maximum of 40 children aged from three to under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 13 years. The club is open Monday to Friday from 7.45am to 9am and from 3.30pm to 5.30pm term time only. The club serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 76 children on roll. Of these 23 are under eight years and of these eight are within the early years age range. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years and one holds a qualification at level 2 in early years. The club is a member of the '4Children' Network and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Foxes Den Out of School Care Club routinely meets the needs of all children by providing an inclusive, welcoming and caring service. Children make good progress in their learning and development and overall assessment records are well maintained. Children enjoy their time in the club, are eager to be involved in the choice of interesting play activities on offer and demonstrate an excellent understanding of healthy lifestyles and of positive behaviour. Most policies and procedures are implemented effectively to safeguard and promote children's welfare. Overall, the club has built friendly and effective relationships with parents and carers and partnerships with other early years professionals are good. Clear systems for self-evaluation are in place, demonstrating the club's good capacity for continuous improvement.

## **What steps need to be taken to improve provision further?**

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on when it was carried out, date of review and any action taken following a review or incident. (Documentation)

20/03/2012

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

- link observations of individual children's learning and development more closely to the early learning goals in order to better identify future targets and challenges for them
- develop further ways to involve parents and carers as part of the ongoing observation and assessment process.

## **The effectiveness of leadership and management of the early years provision**

Staff have a secure understanding of the club's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Security within the club is robust and procedures for the employment and vetting of staff ensure only suitable adults work with the children. Most of the records required for the safe and efficient management of the club are well maintained. Children use a wide range of toys and equipment, which are safe and suitable. Risk assessments are carried out regularly and staff complete daily safety checks at the beginning of the session to ensure that the environment is suitable. However, this information is not always recorded as required in the documentation requirements of the Early Years Foundation Stage framework, which is a breach of requirement. Staff organise the space and resources well in order to provide the children with a fun environment in which to learn. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources.

Parents receive good quality information when their child starts and they are kept well informed thereafter through daily discussions with staff, informative notice boards and parent questionnaires. However, opportunities to involve parents and carers as part of the ongoing observation and assessment process are less well developed. Parental feedback is positive, as they comment about the interesting activities on offer and how much their children enjoy their time at the club. The relationship with the host school is very good. Regular information about children's individual progress and achievements is effectively shared, which ensures continuity of learning. Clear links have been established with other early years professionals to ensure children's care and welfare needs are planned for. As a result, the individual needs of children are taken into account when organising routines.

The club has successfully completed the recommendations raised at the last inspection and maintains detailed self-evaluation systems to monitor the effectiveness of the provision. This demonstrates their good commitment to driving improvement. Staff organise the space and resources well in order to provide the children with a fun environment in which to learn. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources.

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

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development. The planning is flexible, responding to the children's interests and ideas. For example, staff regularly ask children's opinions about the resources and activities they wish to participate in and their ideas are highly valued. A good observation system is in place which shows what children have achieved but these observations are not yet being linked closely enough to the development steps towards the early learning goals in order to better identify future targets and challenges for them.

Children make many choices, initiate their own activities and play imaginatively with the resources available. Staff effectively extend games by questioning and encouraging the children to think of different things they can do and make. As a result their imagination and creativity are well supported and promoted. For example, children take part in foot print painting activities, sewing, baking, gardening and modelling projects. They eagerly make pretend tuna and potato salad, carrot cake and chocolate chip and blueberry muffins when playing with the glittery dough. Children are confident as they freely access a good supply of writing materials and resources which enable them to practise their early writing skills. For example, children confidently use paints, stencils and a variety of pens, which develop their pencil control and hand to eye coordination skills. Children's knowledge and understanding of the world around them is effectively promoted through daily resources and their involvement in a range of activities which look at different celebrations and cultures from around the world. In addition they enjoy excellent opportunities to engage with an extensive range of visitors to increase their knowledge of their community such as a police dog handler, dance sessions with a choreographer, an army soldier and parents to build bird boxes. The activities and opportunities offered, alongside staff's interaction and commitment, clearly supports the good development of children's skills for the future.

Children's behaviour is excellent and they work extremely well together, for example, sharing their knowledge of number when playing board games or resolving problems of design when building a structure from construction materials. All children take part in an outstanding range of activities both indoors and outdoors which support their physical development. They show excellent spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area. They enjoy participating in group games of basket ball, dodge ball, cricket and football. Children have an excellent understanding about why they need to wash their hands before eating a snack and have ongoing discussions with staff about how to keep themselves and others safe. Freshly prepared snacks provide children with an excellent variety of healthy foods that include a wide range of fresh fruit and vegetables. Children regularly participate in 'D.I.Y. Tea', where they enjoy making their own sandwiches, buttering bread and choosing fillings. In addition children enjoy many opportunities to plant and grow potatoes, peas and leeks which they then make soup out of. Staff routinely talk to the children about why they need to exercise and eat healthy foods to make them

grow and have strong teeth. This all contributes to developing children's excellent understanding of the importance of physical activity and making healthy choices.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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