

Roundabout Club

Inspection report for early years provision

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Inspector

Julie Larner

Setting address

Morpeth First School, Goose Hill, Morpeth,
Northumberland, NE61 1TL

Telephone number

01670 510835

Email

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

The Roundabout Club opened in 1995 and is run by a voluntary management committee. It operates from classrooms in Morpeth County First School and has access to an enclosed outdoor play area. It is situated in the Morpeth area of Northumberland. The club is open Monday to Friday from 7.35am to 9am and from 3.15pm to 5.55pm during the term time, and from 8am to 5.55pm during the school holidays. The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 63 children may attend at any one time. There are currently 110 children on roll, of whom 10 are in the early years age range. The club is able to support children with special educational needs and/or disabilities and children who have English as an additional language. The club employs ten staff. Eight staff hold an appropriate playwork or early years qualification, one holds a level two qualification and seven hold a level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for by skilled practitioners who successfully value children's decisions and promote their learning and development well. The club has a good capacity to improve through effective self-evaluation systems, which places a high emphasis on taking account of the children's input and ideas. Good systems have been developed to work with both parents, and other professionals providing the Early Years Foundation Stage. Space and resources are mostly used well to ensure that the children's needs are met. Each child is valued for their own unique abilities and equal opportunities are fostered well by the staff team.

What steps need to be taken to improve provision further?

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

- ensure that children have access to an area, which is equipped with appropriate furniture, where they can relax or play quietly.

The effectiveness of leadership and management of the early years provision

A high emphasis is placed on ensuring that children are effectively safeguarded in the club. Regular risk assessments and daily checks contribute towards ensuring that all of the hazards in the club are effectively minimised. Staff receive regular training in child protection. They follow a clear and comprehensive child protection policy which ensures they are confident about what to do if they have concerns about a child in their care. Recruitment and selection procedures are effective to ensure that children are cared for by adults who are both, suitable and well qualified. Space is used well in the club to ensure that children benefit from a wide

variety of activities that they enjoy, however, a comfortable area, where children can rest and relax after their day at school is lacking. Policies and records are well maintained, easily accessible and contain all of the necessary details to meet requirements.

The club shows a clear understanding of their strengths and the areas that they wish to improve. They have made good progress in tackling the recommendation from the previous inspection to further benefit the outcomes for the children in their care. Good personal hygiene routines are consistently practised and more opportunities for children to explore diversity are freely available. The club has developed good plans for the future. They continually consider how they can improve the club and the care they provide for the children who attend. Children's views are successfully fed into the improvement plans, which results in them developing a sense of ownership of the club. Partnerships with parents are highly positive. The club provides a wealth of information to ensure parents are continually kept up to date with how the club operates. Due to the high levels of staff in the club there are good systems in place to ensure that parents are well informed about their child on a daily basis. Strong links have been developed with the school in which the club is based. This results in a good two-way flow of information being exchanged and contributes towards a continuous learning journey being provided for the children.

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

Children are happy, settled and content. They move freely around the different areas constantly making choices about what they want to do. They have developed positive relationships with other children attending and also with the staff who care for them. Highly successful settling-in procedures that meet children's individual needs ensure that children quickly learn about the daily routines, and develop a strong sense of belonging. The staff team have worked hard to develop learning journals for all the children attending. They cover all areas of children's development and build a good picture of the progress children are making during their time at the club. Regular observations and identified next steps ensure the staff team know the children well, and can plan to help them make as much progress as possible.

Children are confident communicators. They have regular time in the session to share their news with other children, enjoy conversations with their friends and easily approach staff when they need support or guidance. Staff promote active learning well, and some staff do this exceptionally well. They encourage children to think about potential problems they face and sensitively support them to work out how these can be solved. For example, as staff notice a danger that planks of wood may cause, they pose questions to the children about how this can be minimised and what they should do about it. Children enjoy being creative. They play imaginary games together in the yard using good quality equipment and have great fun indoors creating models from fabric, boxes and other materials. A wide range of equipment is freely available for children to draw and write. They use

their own ideas confidently to create cards and picture for members of their family. A high emphasis is placed on developing children's decision-making skills and valuing their ideas. A weekly meeting is held where the staff talk to the children about the suggestions they have made of things they would like in the club, or issues that they have. This is very successful and many contributions are made by the children as they know these will be valued and acted upon. The staff team also feedback to the children about the steps they will be taking to put things right, such as making sure they provide more pens that work, or buying additional dressing up clothes. A good range of toys are freely available for children to explore and learn about diversity. This helps them to learn about respecting others. The staff take time to talk to children about where they have been on their holidays and encourage them to discuss how people in different countries live. Children have opportunities to take responsibilities for appropriate tasks, for example, they help to chop up the fruit at snack time, and let other children know what foods they have available for snack that day. Children behave well in the club. They listen to instructions from the staff and there are very few disputes in the club. The staff show a clear understanding of the behaviour policy and provide a good role model for the children by saying please and thank you.

Children have daily opportunities to enjoy fresh air and be physically active. They play with a range of good quality toys and equipment outdoors that allows them to further develop their physical skills. A nutritious range of foods and fruit is provided at snack time which contributes towards promoting a healthy diet. Children have good opportunities to learn about safety in the club. The staff talk to them about potential dangers and encourage children to think about what they should do and what is safe. Regular fire drills are conducted which results in children knowing what they should do in the event of an emergency.

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