

Blackbirds Fun For Kids at Downview

Inspection report for early years provision

Unique reference number EY433007
Inspection date 19/03/2012
Inspector Jacqueline Munden

Setting address Downview Primary School, Wroxham Way, BOGNOR
REGIS, West Sussex, PO22 8ER

Telephone number 01243 820511

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Blackbirds Fun For Kids at Downview registered in 2011 to provide out of school care. It is one of two privately owned childcare facilities run by Blackbirds Fun for Kids. It operates from a room at Downview Primary School in Bognor Regis, West Sussex. The setting serves Downview School and other local schools. Children also have access to the school hall, and the school grounds for outdoor play. The setting operates weekdays during school term time only. It opens from 7.45am to 8.45am when children are taken to school, and after school, from 3pm to 6pm. The holiday club operates weekdays in most school holidays, from 8am to 6pm.

The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provider may care for no more than 24 children under eight years, all of whom may be in the early years age group, and of these, none may be under four years at any one time. Older children up to the age of 12 also attend the facility. At present, there are 10 children on roll, two of whom are in the early years age group. The provision supports children with special educational needs and/or disabilities.

There are four members of staff employed to work with the children at this setting. Of these, two hold a relevant early years qualification. Blackbirds Fun For Kids has a bank of staff employed to work in both settings, most of whom hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed and included by enthusiastic staff. The strong relationships forged with parents and others involved in children's care and learning help staff to meet children's individual needs well. The effective implementation of systems, policies and procedures ensure the safe and smooth running of the setting. However, there some weaknesses in the promotion of children's good health. Overall, systems for self-evaluation are used effectively to drive improvements in outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop systems to promote children's good health through helping them to learn about and choose healthy snacks, and the importance of washing hands before eating.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as effective policies and procedures are in place to protect them. Rigorous recruitment and vetting procedures ensure all adults are suitable to work with children. Staff are clear of the procedure to follow should they have a child protection concern regarding a child in their care. Robust risk assessments are conducted with appropriate steps taken to deal with hazards. Staff are deployed efficiently to supervise children effectively making sure children are safe as they play in the school grounds. All the required records are maintained to promote children's good health and welfare. Staff make particularly good use of the various areas and space available to them in the school. This means children enjoy a variety of activities including picnics on the playing field and exploring the wildlife area. The sessions and resources are organised well which allow children to make decisions of what to do when they arrive. The efficient organisation means staff can spend their time focussed on supporting children.

Staff promote equality and diversity well. Children with special educational needs and/or disabilities are supported very well. The setting is easily accessible for wheelchair users. This ensures all children are valued and can take part in all the activities. Staff develop effective links with others. They meet with teachers from the school to share information about the children to promote continuity of care and learning. Strong partnerships are forged with parents to help meet children's individual needs at all times. Parents are warmly welcomed in to the setting. They share information about their child's interests and get feedback from staff about what their children do at the setting. Parents report they are very pleased with the friendly and caring attitude of the staff. They feel their children benefit from the support provided by staff such as by reading their school books with them.

Since registration, the staff use regular meetings as an opportunity to reflect on practice and to identify areas to improve. Some staff have attended training in specific areas of play. They use the knowledge and ideas gained in the setting to broaden children's imaginary play and construction skills. As a result, children work collaboratively, using recyclable materials to building dens. This demonstrates the manager and staff have a positive approach to driving improvements.

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

Children are happy and settled and enjoy their time in the provision. They build good relationships with each other and the staff which helps them to feel safe and secure. The key person system supports children in the early years age group well. Children talk to staff about their feelings and happily ask for help when needed. They make good progress in most areas of their learning and development as staff get to know the children well and make plans to meet their needs and interests. For example, children with an interest in fairies are provided with a range of books and activities about this topic. Children enjoy the stories and make fairy finger puppets

they use in their imaginary play. Children make a positive contribution to the setting as they offer ideas of what activities they would like to take part in.

Children develop good skills for the future as they play collaboratively with their friends, taking turns with the scooters. Overall, children behave well and respond well to the staffs positive behaviour management methods. They are polite and caring to each other particularly to those with disabilities. Children learn about the wider world as they play with some resources and try foods from different countries. Children develop independence as they make their own breakfast and snack. They pour their own drinks and spread margarine on their toast, clearing away after themselves. Children use a varied range of equipment that promotes their skills in information, communication and technology. For example, they take videos of each other skipping with ropes and tune in to radio stations when they want to listen to music.

Children are developing some understanding of healthy lifestyles as they take part in lots of physical activities. Staff recognise the great importance of spending time outdoors and promote this well in all weathers. As well as getting physical exercise, children explore the outdoors to find out about the natural world. They find woodlice and millipedes, making a home for them so they can study them indoors. Staff encourage children to use books to find out about the creatures so that they can be cared for appropriately. However, children are not discovering how to fully promote their good health through learning about and choosing healthy snacks, and the importance of washing their hands before eating. Children clearly understand the parameters set out that enable them to play safely. For example, they wear high visibility jackets when they play outside so that staff can easily see them at all times. They learn to take risks in their play that are appropriate to their age and stage of development. As a result they develop skills and assurance as they balance and clamber over the challenging climbing equipment.

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
--	---

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	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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