

115 Club St Lukes

Inspection report for early years provision

Unique reference number EY440061
Inspection date 17/04/2012
Inspector Deborah Page

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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).

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 115 Club, one of several run by the same provider, has been caring for the children of St Lukes School in Bournemouth for 10 years. The club was re-registered as a limited company in 2011. It is located in the hall of the Infant School building and also has the use of the playground and a small kitchen.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club provides care for a maximum of 26 children at any one time; all can be in the early years age group. There are currently 50 children on roll including three in the early years age group. The setting is run during term time only from 7.40am until 8.55am in the morning and from 3.15pm until 5.45pm after school. A total of three staff work directly with the children. All of the staff hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming environment therefore, children settle quickly. Staff establish children's individual needs through a close partnership with parents and the school. In general, staff provide a good range of activities and resources which support children's learning and development. Staff generally understand how to support children's health and safety well. However, some required documentation is not fully in place. Systems to monitor and evaluate are effective in recognising areas to develop. This results in staff maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- keep an accurate daily record of the names of children looked after on the premises and their hours of attendance (Documentation) (also applies to both parts of the Childcare Register). 01/05/2012

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

- review the book area to give children opportunities to share and enjoy a wide range of books, other texts and information using their individual interests.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their role and responsibility regarding the safeguarding of children. They have attended training and are confident in the procedures to follow if they have a concern about a child. There is a detailed safeguarding policy including, the procedure to follow if an allegation is made. Staff are reviewing the detailed risk assessments to incorporate when children are climbing and playing in their socks. Effective recruitment procedures enable management to assess staff suitability. Most required documentation is fully in place. However, the daily record of attendance does not give a clear record of children's attendance. This is a legal requirement.

Staff supervise children closely indoors and outdoors as well as accompanying them to the toilet. Staff welcome and value any comments from parents. To maintain continuous improvement, staff regularly reflect on their practice and identify areas for development, such as on-going training events including safeguarding. Resources are well deployed for easy access to encourage children to choose their own activities. Staff recognise the importance of enabling children to have regular opportunities to get fresh air and exercise by using the outdoor facilities for activities, such as games of football. Staff effectively promote equality and diversity. Through discussion, it is evident they meet the individual needs of various groups of children, such as boys, when planning activities. There are numerous resources and activities reflecting different backgrounds and cultures. These support children's understanding of respecting diversity, such as celebrating different festivals.

Staff are developing highly positive partnerships with parents. Policies and procedures are accessible at any time for discussion. Families are kept well informed as there are notice boards of information clearly displayed. Parents are able to share information by phone, email or through the website. They receive information about current themes and activities. Staff regularly exchange information with parents about their children. Parents comment they are very happy with how their children have settled and the friendships they have made. They exchange information with staff and are confident to approach staff if they have a concern. Staff encourage good partnerships with the school. This makes a strong contribution to children's achievements and well-being. They offer complimentary activities that foster children's care and education.

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

Children are gaining confidence. They enjoy listening to others demonstrating how to draw different figures. They show their own efforts to staff who praise them; recognising their achievements. As a result, children's self-esteem is well supported. Children extend the activity by selecting tools and resources to decorate their pictures. They are able to access a wide range of textured materials,

feathers and tinsel to promote their creative skills. Children are developing good skills for the future. They independently choose from the available resources, enabling them to be inquisitive learners. Children's individual needs are well met by staff who support individual children's ideas. For example, making a crown instead of a planned dream-catcher. They carefully use sticking tape and scissors to secure pieces of paper together, supported well by staff and decorate their crown. They gather a few resources and carefully place them with the crown to finish at home. Staff know how to support children's physical skills through playing games outdoors and climbing on equipment. Children behave and relate well with each other and adults. They are happy to share and take turns when using resources and tools. Children enjoy sharing their achievements with staff and others; developing good relationships.

Staff demonstrate a secure understanding of the Early Years Foundation Stage framework. They are confident with systems to observe and assess children. Key workers track children's progress. As a result, they are able to support children in making good progress in their learning. Staff use children's interests to plan activities including organising accessible, creative resources. However, the book area is not attractive or interesting to the children and they do not use the books to support their independent learning.

Children are learning about the importance of a healthy lifestyle. They prepare for their snack by washing their hands with bottled soap and paper towels. They talk about their favourite fruits during activities, and have a balance of nutritious snacks throughout the week at breakfast club and after school. Children safely use knives to spread butter as they are encouraged to make their own sandwiches. Children use jugs to pour their own drinks which are easily accessible at all times. Children know how to keep themselves safe, including carefully using tools such as scissors.

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:

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. (compulsory part of the Childcare Register) 01/05/2012

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. (voluntary part of the Childcare Register) 01/05/2012