

115 Club Ringwood

Inspection report for early years provision

Unique reference number EY440000
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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).

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 115 Club is one of several clubs run by the same provider, and it first opened in 2002. The club re-registered as a limited company in 2011. It operates from premises within Ringwood Junior School, in Ringwood, Hampshire. The Out-of-school club runs from the Sports Pavilion which has direct access to outside play areas. Additional facilities are available in the main school building should this be required. Children attend from the Junior School and the nearby Ringwood Infants School. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides care for a maximum of 39 children at any one time; all can be in the early years age group. There are currently 88 children on roll, of whom 11 are in the early years age range. The club runs a breakfast and after-school club during term time. Sessions are from 7.45am until 8.45am in the morning and 3pm until 5.45pm after school. There are six members of staff working with the children. One is a qualified teacher and the other staff hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming, relaxed environment as children arrive from school. They work closely with parents and the school enabling children's individual needs to be well met. Children are fully involved in various activities linking in with their own interests supporting their progress well in most areas of learning. Staff effectively promote all aspects of children's health and well-being. They maintain continuous improvement through regularly reflecting on their practice to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- include opportunities for children to further develop their writing skills during role-play activities.

The effectiveness of leadership and management of the early years provision

Staff are confident in their knowledge of the safeguarding policy and attend regular training to promote children's welfare effectively. They are confident about the procedures to follow if they are concerned about a child or if there is an allegation against them. Staff are vigilant at all times in supervising the children.

They make sure children are clear of the boundaries to enable them to be safe when playing outdoors. As well as marking the register staff regularly count the children during activities including walking between school and the club. Regular risk assessments of the different areas used by children contribute to a safe environment. Effective recruitment procedures enable management to assess staff suitability. All required documentation is fully in place meeting the children's health, safety and general well-being requirements.

Staff and management are committed to improving outcomes for children and this includes attending training to support the individual needs of children. The management team clearly value their staff and have a clear vision of providing the best quality care. Systems to monitor the provision are effective including sharing best practice with other settings. Parents have opportunities to share their comments with staff including occasionally completing questionnaires when their suggestions are valued. In general space and resources are used effectively although at times less consideration is given to maximising mark-making opportunities during role play activities. Children can independently access available resources enjoying the free flow between indoors and outdoors. Staff organise recycling activities to support children's understanding of sustainability, including using old newspapers in creative activities. They support children's understanding of diversity well with opportunities to learn about different festivals and lifestyles. This enriches the learning for all children as, for example, they learn about Chinese New Year and American Indians.

Staff develop good partnerships with parents. They communicate with staff using various methods, including via email and the club's website. Information about planned topics is displayed to encourage parents to be involved in and support their children's learning at home. Staff informally give feedback to parents about the progress of their child. Parents are welcome to see an album of photographs of their children during activities and information about their children's progress. Parents comment they are very happy with the club. They say their children have settled in well and that staff are always very welcoming. Parents state they are aware that staff liaise with the school about their child's progress. Staff are developing good partnerships with the school. They have established good systems of communication and share information about children's next steps for development to enable continuity and progression.

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

Children have freedom of choice in activities and benefit from getting plenty of fresh air and exercise in the outdoor area. Supporting children's sudden interest in the sky, staff talk to children about the different shapes of clouds when walking back from school. Children play ball games and practice running races developing their physical skills. Children are confident with the routine as they arrive at the club and help staff in preparing their snack. This particularly helps some children to settle. They get excited as they prepare to make cheese scones. Older children and

staff support the younger children well in measuring the ingredients. Consequently, they are developing skills for the future. Children describe the flour as a snow storm and are happy to cooperate in tasks by sharing and taking it in turns. They are eager to take home the produce to share with their parents. Children work well together squeezing out the water from wet newspaper in readiness for making different shapes for creating and decorating their own jewellery. Children have some opportunities to practice their writing skills such as occasionally using a wipe board. However, less consideration to maximise mark making in other activities such as role play is not fully promoted. Children have developed good relationships with other children and adults. They know the rules of the club and how to behave. They cooperate happily in routine activities such as wearing reflective jackets on the way back from school and crossing the road safely. They look forward to the larger group activity of awarding 'Star of the day' certificates to individuals for making a positive contribution to the club. They demonstrate that they are proud of their achievements.

Staff demonstrate secure understanding of the Early Years Foundation Stage as they link their observations with the next steps in children's learning. Therefore it is clear for all staff what areas of learning children are currently being supported with to help them progress further. Staff are flexible in the planning of activities using children's interests such as film characters to support them in the different areas of learning.

Children follow good hygiene practices by washing their hands with liquid soap and drying them on paper towels before eating and cooking activities. Snacks include fresh fruit and children have the opportunity to butter their own toast and choose from a variety of spreads. Drinks are easily accessible at all times. Children also have opportunities to prepare healthy foods such as fruit smoothies during activities. Children behave in safe ways when playing on physical equipment. For example, when using the wheeled equipment they know to keep any body parts off the ground and to hold on tight as they roll along. Children know to be careful and remind each other of the stinging nettles on route from the school to the club.

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