

Newton Lang Childcare

Inspection report for early years provision

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Inspector

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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

Newton Lang Childcare registered in 2011. It is a privately owned and managed out of school club operating from Sir Henry Fermor Church of England School, Crowborough. The club has use of the school hall, a classroom and the playground.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children under eight years may attend at any one time and, of these, no more than 16 may be in the early years age group. There are currently 23 children under eight years on roll, most of whom attend on a part-time basis. Of these, seven are in the early years age group. The club also accepts children over eight who are of primary school age.

Children attend from Sir Henry Fermor School and staff also collect children from a number of other local schools. The club operates from 7am to 9am and 3.15pm to 6.30pm Monday to Friday and offers holiday provision with dates and times advertised in advanced by the provider.

There are six staff employed to work with the children, of whom three hold relevant childcare qualifications. A minimum of four staff are present for the morning sessions and five each afternoon.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enthusiastic about attending the club and have fun as they play with their friends. The environment is safe and arrangements to promote inclusion are generally effective. Strong leadership and good team working result in practices that are well organised and efficient. Staff demonstrate a good capacity to promote ongoing improvement through regular monitoring and self-evaluation. Positive relationships are maintained with parents although the quality of partnerships with other early years practitioners is inconsistent.

What steps need to be taken to improve provision further?

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

- improve the arrangements to share relevant information with other practitioners providing education and care to children to ensure continuity and coherence
- extend the range of resources and images on display to show positive attitude to disability and to ethnic, cultural and social diversity.

The effectiveness of leadership and management of the early years provision

Effective arrangements are in place to promote children's safety. Risk assessments and regular visual checks identify any potential hazards in the club as well as for outings. The manager is the child protection coordinator and a range of written policies outline the process to follow should any concerns arise about children's welfare. Written systems and processes are efficient and well maintained.

Staff work effectively as a team and share a clear aim to provide a stimulating, fun-filled environment for children. An effective process of self-evaluation is in place that takes into account the views of staff, parents and children. Staff are keen to identify and address areas for improvement and, since registration, have reviewed and revised a number of procedures. Records are maintained on the achievements and progress of the children in the early years age group and these are used to monitor their development and plan future activities.

Children play with a good range of toys and resources that successfully promote their development in all areas of learning. These are well maintained, attractively presented and appropriate to meet the needs of the differing ages of children attending. The good use of space enables a broad range of activities to take place both inside and outdoors. When weather permits, children are able to move freely into the playground. Staff supervise effectively whilst also recognising children's need to develop their independence.

Children's individual personalities are well understood and respected. As a result, they are developing good self-esteem. Staff are particularly successful in integrating the children from the different schools and promoting a strong sense of bonding and camaraderie within the club. Children take part in activities to mark a range of festivals and special days but have only limited exposure to images or resources that represent diversity.

Parents receive a warm welcome as they arrive at the club. Conversations take place between staff and parents to share any relevant information about their child. Parents also receive regular newsletters and emails. Written responses to customer satisfaction questionnaires show that they are very pleased with the service provided. They include comments on how happy their children are, how well they are progressing and how difficult it is to get them to leave at the end of each session.

The manager recognises the importance of communicating with the early years practitioners who work with the children during the school day in order to provide consistent and cohesive care. Good relationships are in place with the staff at the school in which the club is based but information sharing with the other schools is less successful.

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

Children are happy, settled and demonstrate a strong sense of belonging in the club. They are aware of the routines and boundaries in place and behave sensibly and safely. They respond well to the warm, caring interaction of staff and one or two are confident to seek a hug before they go home.

The wide range of activities on offer successfully engages children's interest. They concentrate well on their chosen games and show pride in their achievements. They chat enthusiastically and use language very effectively to negotiate, share stories and make jokes. Their problem solving skills are very well promoted as they play with a broad selection of construction equipment and puzzles. Children express themselves creatively through art and craft activities including drawing, painting and sewing. Two games consoles are set up with different games on each to offer choice, for example competitive football matches and interactive dancing challenges. There is also a laptop for children to use and they are highly competent in operating the computerised resources. Children regularly engage in physical play outside, such as football and running games, and also benefit from the fresh air.

Children are confident to make choices and decision about the activities they want to take part in. They are sociable, behave beautifully and display very good manners. All of these skills, along with the practical experiences such as using information communication technology equipment and preparing snacks, help to prepare them for the challenges of the future.

Children benefit from a good level of support to understand the importance of adopting healthy lifestyles. They routinely wash their hands before eating and learn about appropriate food hygiene practices as they help to prepare snacks and wash up their plates. They enjoy a choice of nutritious and tasty snacks including sandwiches and a selection of fruit. Children have constant access to a jug of drinking water. An appropriate degree of encouragement is offered for children to take part in physical exercise but staff recognise that children may feel tired after their day at school. Space is made available for those who want to take part in more relaxing activities. Staff with first aid training are present each session to treat children in case of a minor accident.

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	3
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