

The Clubhouse

Inspection report for early years provision

Unique reference number	EY437461
Inspection date	09/05/2012
Inspector	June Rice
Setting address	121 Ashdene Drive, Crofton, WAKEFIELD, West Yorkshire, WF4 1HF
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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 Clubhouse is privately owned and was registered in November 2011. It operates from premises in Crofton, near Wakefield. The setting is open each weekday from 7am to 7pm during all year round and children are able to attend for a variety of sessions. There is no outside play area attached to the setting.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children under eight years may attend the club at any one time, of which none may be under two years old. There are currently three children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five to 11 years. The setting supports children with special educational needs and/or disabilities. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provider demonstrates a positive attitude towards continued improvement and has recently introduced a formal process to evaluate her provision. Most required documentation is in place and on the whole confidentiality is maintained. The provider has developed satisfactory relationships with parents and other early years providers. Adequate systems for observation and assessment of children's progress are in place to ensure that they continue to make satisfactory progress in an environment, in which they feel safe and are treated with respect.

What steps need to be taken to improve provision further?

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

- records must be easily accessible and available for inspection by Ofsted (Documentation). (also applies to both parts of the Childcare Register) 21/05/2012

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

- develop further the planning and assessment systems to help identify children's starting points, their progress and plans for their next steps in learning and then plan relevant and motivating learning experiences
- improve children's awareness of social skills, such as taking turns to talk and the benefits of sustained listening
- develop the procedure for evacuation drills to ensure that all children are provided with the opportunity to be involved

- ensure that all staff are fully aware of the need for confidentiality.

The effectiveness of leadership and management of the early years provision

The provision works in partnership with parents and others to safeguard children and demonstrates a clear understanding of child protection and the procedures to follow. Appropriate suitability checks and most required documentation are in place. For example, clear policies and procedures inform parents of how the provision works and include procedures to be followed in the event of lost, uncollected children and safeguarding. Risk assessments are in place, a visitor's book is maintained and no staff are left unsupervised. However, the Criminal Record Bureau number for one member of support staff was not available during the inspection and a list of children attending the setting is visible from outside the premises. This is a breach of requirements in regard to documentation. The provider has very recently begun to assess the provision and through discussion, the provider indicates a good understanding of the areas that need improvement. Parents and children have been provided the opportunity to feedback to the provision their assessments through questionnaires. The feedback received was positive. For example, parents commented on how approachable the staff are and some children state 'this club is the best, I wished I lived here sometimes'. The provision took appropriate action in response to some comments. For example, children commented that they would prefer softer balls for indoor play to prevent injury and these were quickly provided.

Parents complete a pro-forma to provide information about their children's individual needs, what they like doing and what they can do and this ensures that their interests are taken account of. However, the systems for observation, assessment and planning are in the very early stages of being developed, with the result that there is no evidence to demonstrate what children have achieved or their next steps in learning. Therefore, the impact on children's learning is not yet clear. Inclusive practice is promoted satisfactorily by the provision. Staff and resources are well deployed throughout the setting to ensure children's safety and well-being. They appropriately promote equality for all and ensure that children have equal access to a good range of resources that are not gender based and include books, jigsaw puzzles and small world equipment, which reflect positive images. These introduce children to the diversity of the world around them. The setting works appropriately with other settings. For example, discussions with teachers on daily basis ensure that staff are familiar with what children are learning, to support a coherent approach to their development.

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

Children's health and well-being is satisfactorily promoted. For example, parents are provided with information about the procedures to follow in regard to illness, infection and the administration of medication. However, the record of accidents was not available for inspection. This is a breach of requirements in regard to

documentation. Children are learning to adopt healthy lifestyles, they are eager to participate in physical activities that promote their physical well-being and demonstrate they understand the importance of good hygiene practice. For example, they state clearly that they need to wash their hands before eating, so that they do not get germs on their food. Children behave in ways that are safe for themselves and others. They are learning to develop an understanding of dangers and how to stay safe. For example, most children have been included in an emergency evacuation practise and are observed to walk sensibly with staff during the transfer from school to the setting.

Children are provided a good range of play opportunities and resources which are very well set out. The balance of adult-led and child-initiated activities on the day of the inspection was adequate. For example, a planned outdoor activity was cancelled but there were no backup plan of activities with any particular focus or outcome. Activities were mainly random and child-led with an acceptable level of interaction from staff. This resulted in both staff and children not making the best use of the quality resources available. Therefore, there was little opportunity for staff to encourage children to think and extend their learning and this resulted in less purpose to the session observed.

Children's knowledge and understanding of the world is encouraged through the activities and resources provided. For example, they learn about the Chinese New Year as they take part in a competition to design and make a dragon. Also they use chop sticks to taste Chinese food, which they help to make. Adult-led activities introduce children to their wider environment as they take walks to a local pond and through a local Church yard. Children benefit from activities that are planned around what they are interested in. For example, children who show an interest in dogs through imaginative play, are provided with a role play pet shop. Children illustrate that they have developed good conversation skills and they enjoy reading their school books in their time at the setting.

On the whole, children are well behaved and firm friendships are being established. They invite their friends to join them as they pretend to be a dog and go for a walk. However, at times the noise within the setting demonstrates that children's awareness of social skills, such as taking turns to talk and the benefits of sustained listening is not promoted consistently by staff. Although, other children were observed not to be visibly affected, the atmosphere remained loud, hindering children from participating in quieter, more focused activities. Children enjoy dancing to a computerised dance activity along with their friends. Their enjoyment of song and dance is extended as they are encouraged and supported to sing and make up their own dance moves. Children also initiated a game of hide and seek, during which staff encouraged them to count.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 (Records to be kept). 21/05/2012

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 (Records to be kept). 21/05/2012