

Smash

Inspection report for early years provision

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Inspector

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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

SMASH was registered in 2001 and was taken over by the present private provider in 2011. It is based in St Mary's and St Benedict's Primary School in Bamber Bridge, Lancashire. Children use the school hall and a designated classroom. There are separate kitchen facilities and children have use of secure outdoor play areas. The out of school club serves the host school and the holiday club provision serves children attending a variety of schools in and around the local area.

The provision is registered to care for a maximum of 40 children aged under eight years of these none are aged under four years at any one time. This provision is registered by Ofsted on the Early Years Register, and compulsory part of the Childcare Register. The provision is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children aged over eight years.

The provision employs 10 staff to work with the children. Of these, nine hold a relevant early years or playwork qualification. They receive support from the childcare development team, based in the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and their welfare is very well promoted. The staff have a good knowledge of children's individual needs and they promote inclusive practice well. They generally plan activities informally on a daily basis, based on children's interests. The staff have good relationships with parents and the school staff to ensure that there is consistency in children's care and learning. There is an up-to-date self-evaluation form, which all staff have contributed to. Therefore, they are well aware of their strengths and areas which need development to secure continuous improvement.

What steps need to be taken to improve provision further?

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

- enhance the systems for observations and assessment so that this is linked to planning for children's next steps to ensure they enjoy and achieve as much as they can.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and written policies and procedures are in place, including child protection. The staff are aware of the correct complaints and safeguarding policy. This ensures that staff know what to do if they have concerns about a child's welfare. Staff are qualified to a good standard and are fully vetted.

Some staff are working towards further qualifications, for instance, Level 3 in playwork. Staff have a very in-depth induction before their role commences within the club. This enables the staff to be aware of the setting's routines and the children's needs. Records and documents are well organised and stored securely to maintain confidentiality. Children are safe and secure in the environment as daily risk assessments are carried out for the indoor and outdoor provision so that risks are minimised to keep children safe. The children's contact details are all up to date and available if needed. All accident forms are signed and dated by parents and there have been no major accidents. A health and safety check is completed daily for the areas the children may play or enter. Risk assessments have been completed for all outings and all areas where children may access to keep children safe. The staff are also well deployed to promote safety further.

The environment is well organised. The staff work well with the children and are constantly involved in their play, resources are used effectively to support children's enjoyment. There is a large selection, which children can choose from a catalogue on a daily basis. Therefore, children have access to a wide selection of enjoyable and challenging activities that keep them on task throughout the afternoon. This effective organisation also ensures that the children move around freely and they choose where they want to play.

The setting is fully inclusive and a good service is provided to all. There are good links with the school to find out about each child's individual needs to ensure that children's care and learning is consistent. Alongside liaising with the school a member of staff visits other settings to develop and gain new ideas for the club. A copy of the policies and procedures are sent home to parents and the parents notice board displays relevant information for instance, complaints form, comments slip and important telephone numbers. Staff liaise with parents on a day-to-day basis at the end of the day when collecting children. Parents' feedback is positive, regarding the flexibility of the club and overall they are happy with it.

Self-evaluation is accurate, which allows the staff to identify areas for improvement. Staff make good use of the children's views on a daily basis to assist in the evaluation process. For example, children have input regarding what the snack menu will be and what activities will take place.

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

Staff are knowledgeable about the children in their care, they know the child's individual needs and what they may require throughout the session. The boxes of toys are easily accessible for the children so they can self-select. Therefore, children are happy, settled and confident in their surroundings.

The children have access to a free-flow system using all areas of the provision throughout the session. The environment has a selection of nice displays, which are all clearly done by the children. There is a parent's notice board and a notice board for children to comment on, which allows them to express their thoughts and ideas. The staff have good relationships with the children and good interaction

is apparent. The children feel safe and secure due to constant reassurance and good communication from the staff. The staff use good eye contact and allow time for each child in their care. The children are fully aware of boundaries set by the club so behaviour is good and manners are used, useful policies are in place and followed if there is any unwanted behaviour. Staff are also positive role models to the children in their care.

The club plan their day to meet routines and the children's individual needs, taking into account anything which may have occurred during the school day. The staff change adult-led activities once a day and encourage the children to help tidy up, which keeps the children interested throughout the session. Good health is promoted by outdoor play. The children have the opportunity for physical activities throughout the session as free-flow to the outdoors takes place everyday. Throughout the activities the children learn new skills in problem solving for instance, they sort football teams out fairly, which also develops independence and ensures that they cooperate well with each other.

The staff have a good knowledge of each child in their care, they complete development files for the Early Years Foundation Stage children and parents have access to them if requested. Although there are some informative photographs of what the children take part in, the current systems for observations and assessment are not linked to the planning for the children's individual next steps to ensure they can enjoy and achieve fully.

The out of school club uses a number of ways to help promote children's understanding of safety and welfare. The children are fully aware of the importance of the correct designated areas for play and equipment, for instance they know that outdoor toys stay outdoors. The children develop a good understanding of healthy eating as they help plan and serve the snack each day. Snack time is a social occasion where children sit together around a table and chat about their day. Overall, the children are happy and secure in the welcoming environment where lots of enjoyment and learning takes place.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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