

115 Club Queen's Park

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

115 Club Queen's Park registered in 2000 and re-registered in 2011 changing from committee to company setting. It is part of a chain of after school and holiday clubs throughout Hampshire and Dorset. The club operates from two former classrooms at Queens Park Infant School in Charminster, Dorset and serves the pupils of the infant and junior school as well as other local schools.

The club is registered to care for 48 children aged four to under eight years. The club also provides care for children up to the age of 11. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 85 children from four to 11 years on roll, of whom four are in the early years age group. Children attend for a variety of sessions. The club opens each week day from 3.10pm until 5.45pm during term time and from 8am to 5.45pm during school holidays. A breakfast club runs from 8am. Children have access to a secure outdoor play area. The club employs 10 members of staff, of whom six hold appropriate early years qualifications. One staff member is currently completing an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to the friendly and inclusive club. Staff establish strong partnerships between the school and parents, to help ensure that children's individual needs are well supported. Overall, the organisation of resources successfully promotes children's independence enabling them to make choices about their play. Staff support children's learning and development well, and most routines effectively contribute towards children's welfare. The management and staff continue to evaluate and review the club provision with a clear focus on making it better for children, which shows a good capacity for improvement.

What steps need to be taken to improve provision further?

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

- review arrival and departure procedures for children, parents and visitors
- support children's increasing independence in selecting and carrying out activities by reviewing organisation of art and craft resources and materials so they are more easily accessible to children.

The effectiveness of leadership and management of the early years provision

The management and staff implement the club's policies and procedures, and maintain the required records to support children's individual needs. Clear recruitment and vetting procedures are in place to check the suitability of staff to work with children. Staff attend in-house safeguarding training, which gives them a secure understanding of child protection issues. They are clear of their responsibilities and know to report any concerns about a child to senior staff and management. However, a lack of organisation around arrival and departure procedures means that, at times, staff leave the door open, which compromises children's safety. Staff follow clear procedures on outings to support children's health and safety, such as maintaining higher staff ratios and providing wrist straps for children with the club's contact number. The completion of detailed risk assessments effectively identifies and minimises risks, so that children can play in a safe environment.

Staff make good use of the spacious outdoor play areas, allowing children to freely explore the outdoor space and enjoy a greater range of play equipment. Children access a good range of play activities and experiences in a friendly, relaxed environment. Staff have recently purchased some additional resources for younger children, such as age appropriate puzzles, counting games and large crayons for drawing. Generally children are able to make free choices about their play from the low storage units. However, organisation of art and craft materials means that many resources are not easily accessible to children to support their increasing independence and creativity.

Staff work together well as a team. They have weekly meetings to discuss ideas and changes to support children's individual needs and ensure the club runs smoothly. Children benefit from the club's inclusive environment where they are all valued and included. Staff encourage children to contribute to the running of the club, listening and incorporating the children's different suggestions for themes and activities. Parents and children complete feedback forms about the club provision. Staff make effective use of this information to reflect on ways to improve to the club that will benefit the children. For example, some parents requested to see and know more of what children did at the club, so staff put up more displays of children's work and discussed events daily at handover times. The club uses the Ofsted self-evaluation form to help them reflect on their practice and identify areas for development.

The club builds strong partnerships with the school and other clubs to support children's learning and well-being. The younger children have an allocated key person who meets with the school's early years children's coordinator to exchange information, discuss play activities, and provide continuity for children's care and learning. For example, the club has recently changed the toilet routine for the children to match the system followed in the school. Parents receive good information about the provision through access to the club's website, regular newsletters, and notices displayed. Daily discussions at handover keep parents well informed about their child's care, well-being and development. Parents receive

clear information about planned topics and activities, and parents spoken to during the inspection comment that there is 'very good communication via the school and club'.

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

Children are happy, settled and enjoy their time at the club. They show consideration towards others, and older children are helpful towards the younger children during the routines and activities. Staff interact positively with the children as they get involved in the play activities and encourage children to learn to do things for themselves. Simple observations are carried out by staff for the early years children to help monitor their progress. Staff use these to plan future play and learning experiences, providing children with a good balance of both adult-led and child-initiated play activities and experiences. Children get actively involved in contributing ideas for activities, such as a recent 'chocolate week' topic, where they took part in baking activities, a chocolate quiz, and designed their own chocolate bar. Staff collated the children's designs into a booklet, and along with the many drawings and paintings, this is displayed around the room. As a result, children gain a strong sense of belonging at the club.

Children develop good relationships with adults and their friends. They work together well in small groups, as they negotiate a name for their group, create a poster and develop their own club rules, such as 'lets have fun' and 'don't run inside'. All children get actively involved. They listen carefully to the each other's ideas, join in voting for the best team and clap everyone's achievements. This generates lots of fun and excitement, while helping children learn to respect each other. Children take part in making bunting and decorations for the club's jubilee celebration party. They confidently share their ideas and experiences with others, and talk about what they would do if they were king or queen for a day. Children can access pens and paper to do free drawing, and contribute drawings, stories and jokes for the '115 Alive' club magazine. Children join in counting and simple problem-solving through the various games and activities, such as working out how many chairs are needed for the tables at snack time. Children take part in regular trips to places of interest during the holidays, such as local farms, forest walks, and a visit to the fire station during safety week. This enriches their play and learning experiences. Children join in various themed creative activities, which take account of their individual interests. They get involved in baking activities and enjoy mixing and manipulating the dough to create their own jam tarts.

Good use is made of the outdoor play spaces to promote children's physical development. As a result, children benefit from plenty of fresh air and exercise. They learn new skills as they balance and climb on the challenging wooden play equipment and have fun as they take part in a game of football. Staff offer sensitive support during the activities giving regular praise and encouragement to help children achieve. This helps boosts children's confidence and self-esteem. Children adopt good personal hygiene routines and know they need to wash their hands before snack time 'because they have germs on them'. They benefit from

the provision of healthy snacks, which include fresh and dried fruit. Children are involved in devising the club rules, and demonstrate a clear understanding of how to keep themselves and others safe. Staff regularly re-visit safety issues through group discussions where children confidently talk about dangers and how to be safe in their play.

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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