

Fusion Childcare Services

Inspection report for early years provision

Unique reference number

EY440436

Inspection date

13/06/2012

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

Fusion Childcare Services was registered in 2011. It is a breakfast and after school club run by a limited company. It operates from the main hall, dining area, classroom and library corridor within the Grove Infant School. Children have supervised access to an outside play area consisting of the playground and playing fields. The club is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

A maximum of 26 children under eight years may attend the club, of whom, none may be under four years at any one time. In addition, the club is open to children up to the age of 11 years who attend the Grove Junior School. It operates everyday during term time from 7.45am to 8.50am and from 3.15pm until 6.15pm. Children may attend for a variety of sessions. There are currently 10 children in the early years age range on roll. There are a minimum of six members of staff who work each session, three of whom hold appropriate early years qualifications. The club supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make consistently excellent progress in all areas of their welfare, learning and development. Meticulous systems of quality assurance and self-evaluation ensure that the setting continuously makes adjustments and improvements to meet the ever changing needs of children and their families. Highly effective partnerships between providers, parents and other agencies ensure that children are protected and their needs met. Robust organisation of resources, policies, procedures and excellent practice ensures that all children are fully included in all aspects of this vibrant out of school provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the excellent organisation of the setting to continue to maintain the outstanding levels of care and learning and to adapt to children's ever changing needs.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are excellent as all staff fully understand their responsibilities to protect children. Staff receive regular training, which ensures that they are familiar with the procedure to follow should they have any concerns. The setting has robust recruitment, vetting and staff monitoring procedures in

place, which promote children's safety at all times. The established management responsibilities are clearly defined in the comprehensive policies and procedures and include designated staff responsibilities. Excellent use of walkie talkies ensure that staff are fully aware of children's movements at all times. Therefore, children are protected.

Resources are abundant. Children have lots of choice and can easily access any toys, games, craft or sports equipment when they choose. Staff have negotiated use of areas within the school to provide children with large areas, indoors and outside, for physical play. There are quiet areas if children wish to do their homework, play quietly or rest. Also there are identified areas for meals. Staff have also negotiated a contract with The Good Toy Guide, where the club receive high quality toys and resources, in return for feedback from the children. Further resources have been obtained as a direct result of children's responses to a questionnaire, for example, staff have provided themed play boxes. These include a 'den building' box, a 'spy box' and a 'windy day' box.

Every parent, child and staff member is included in regular surveys. These are very effective in monitoring and evaluating what the club does well and highlight any area for improvement. For example, as a direct result of a survey carried out recently, a detailed newsletter informed parents of their findings and what action had been taken. Improvements include negotiating a coat stand and providing a new tea time procedure to meet the younger children's requests for a less noisy environment. Staff are considering the implications of extending their club to include school holidays, as this is also requested by children and parents. Staff have established exceptional partnership working. The high levels of communication between teachers within the school, club staff and parents, successfully promote children's learning, development and welfare. Verbal discussions and daily use of a communication book, as well as emails, web site links and newsletters ensure that all partners involved with the children are very well informed.

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

Children thrive in this dynamic club. They display outstanding skills, attitudes and positive dispositions, as the result of the excellent input from staff. Each area is extremely well-resourced and creatively set out. Children have used pictures and words to label each area and all storage cupboards. This enables them to access the toys and resources they choose to extend their learning and play. Children are eager to attend because they are welcomed and fully included in all aspects of their own welfare and learning, giving them a strong sense of belonging. They have consistently excellent levels of achievement and display the confidence and skills, which form firm foundations for future learning. Children display great enthusiasm and they respond to challenges eagerly, due to the excellent staff who make learning fun. All children show a strong sense of security in the club. They are familiar with the layout of the school that they attend during the day. They also have an exceptional understanding of the difference in boundaries when using

the areas that are allocated to the after school club. Young children are willing and able to explain about the clear boundaries where they can play outside and which rooms, within the school, they can access. Behaviour is excellent. Children use tools and equipment safely and responsibly. They display high levels of confidence and competence in communicating their thoughts and feelings. They show a very mature understanding of safety issues and how to keep themselves and others safe.

Well-established personal hygiene routines and an excellent understanding of healthy eating ensures that children adopt healthy lifestyles. Children's understanding is further supported through creative activities, such as cookery and contributing their ideas to the tea time and breakfast menus. Physical activities, such as, tennis, parachute games, den building and ball games are played outside on the playground, field or in the main hall on very rainy days. Staff deliver a well-planned and inclusive selection of activities and resources, which contributes to the children's outstanding progress in achieving the early learning goals. The exemplary sharing of information regarding all aspects of children's welfare, learning and development between parents, carers, teachers and staff, directly impacts on the excellent achievements all children make, based on their starting points and capabilities. Observations, assessments and the planning for each child's next steps are meticulously shared. This ensures that every child receives consistency and any gaps in their achievement are narrowed, as all adults discuss and share the same information and aims.

Children's progress in communication, numeracy and information and communication and technology skills is outstanding. They work well together and independently. For example, they collaboratively discuss and design their dens and using sheets, large pegs and tree branches or fencing, they construct creative and imaginative 'secret places'. They use their own initiative and display excellent aptitudes, which are fundamental skills that children display as eager and active learners.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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