

Epworth High Five After School Club

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

Epworth High Five After School Club registered in 2011. It operates from Epworth Children's Centre, Doncaster. The setting is accessible and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times from 3pm to 6pm. A maximum of 28 children under eight years may attend the setting at any one time. There are currently six children attending, one of whom is within the early years age range. However, during the inspection there were no early years children present. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The setting employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective policies and procedures are in place to ensure children's health and safety is maintained and to ensure the inclusion of all children. Staff work well with parents, carers, other providers and services to ensure each child is respected and valued in line with their individual needs. Children are provided with an interesting range of activities and hands-on learning experiences, enabling every child to make generally good progress in their learning and development. The setting's mainly effective process of self-evaluation leads to continuous improvements being made.

What steps need to be taken to improve provision further?

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

- develop further the process of analysing children's observations to fully highlight their achievements in each area of learning
- develop a whole setting approach to self-evaluation to further support collaborative working and the collective identification of the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

All necessary records and documents to meet the requirements of the Early Years Foundation Stage are in place, completed well and stored with regard to maintaining confidentiality. Staff demonstrate a sound awareness of all policies and procedures, explaining how they are implemented to promote and protect

children's health and safety. For example, clear recruitment, vetting and induction procedures are in place to ensure staff are suitable to work with children and staff explain how the setting's robust risk assessment procedures ensure children are cared for in a safe and suitable environment. A clear safeguarding children policy, which staff are able to confidently discuss, also helps to ensure the protection of all children. The setting is well organised and resourced inside and outside providing opportunities for children to freely access a good range of developmentally appropriate toys and resources to meet their needs.

Staff confirm they work closely with parents, carers, other providers and professionals, continually exchanging clear information to promote continuity of care and learning for every child. For example, staff gather details about children's interests at home, as well as gathering information from the school about their termly curriculum plans. Staff explain how this information is used to inform their future planning of activities, building on children's individual interests and promote coherence of learning and development between settings. Systems are also in place to ensure parents are kept fully informed about the setting, their children's daily care and ongoing development. Staff discuss how they promote the inclusion of all children through adapting activities to meet their individual needs and thorough respecting and valuing each child's backgrounds and beliefs. The small staff team are enthusiastic and they show how they work well together as they drive and secure improvement for the benefit of children. They have continued to develop their knowledge and skills by completing regular training courses. Staff also explain how they have worked with local authority advisors since registration to continually develop their practice and improve outcomes for children. The setting's own process of self-evaluation is mainly effective, with staff confirming they are aware of targets for future improvement. However, the overall process has generally been completed by the manager, with systems currently being developed to seek the views of all users to further promote collaborative partnership working and help the setting to fully ensure the identification of clear targets for further development.

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

At the time of the inspection there were no early years children present and although the setting provided some clear examples of how they promote positive outcomes for children, the full impact on these children cannot be fully assessed. This results in outcomes for children being judged satisfactory. The setting is clean and well maintained, with a designated area provided where children can freely access a drink of water if required. Staff demonstrate a sound awareness of how children's good health is maintained and promoted. They explain how they encourage children to be active through indoor and outdoor physical play opportunities. Menu plans detail how children are provided with a balanced diet, with staff explaining how children are encouraged to help prepare their own snack to promote their independence. Staff discuss the clear safety precautions which are in place to ensure children are fully protected at all times. These include staff deploying themselves effectively around the setting to ensure children are

constantly supervised. Staff explain how they help children to learn about their own safety when practising, for example, the fire evacuation procedures. Processes for managing children's behaviour are in place, with staff explaining how they use positive strategies to promote good behaviour. Staff also explain how they encourage children to play co-operatively with their peers, helping them to develop their social skills. Staff confirm that they help children to learn about wider society and to respect others, by acting as positive role models and through providing children with an interesting range of activities planned around cultural events.

All children achieve to their full potential, making good progress towards the early learning goals. Staff explain how they provide children with an interesting range of hands-on learning experiences, which are planned in line with their specific interests and developmental needs. Planning systems show a range of activities provided for children to help them make progress in all areas of learning. Staff also explain how their close links with school enable them to plan activities in line with the school curriculum, further extending and supporting children's learning and development. An observation and assessment system is in place, however, younger children's observations have yet to be fully linked to the areas of learning to more accurately monitor each child's progress towards the early learning goals. Records clearly show children having fun as they engage in a wide range of play experiences. These include using a laptop computer and other computerised gaming systems which supports children's interest and skill of technology. They play games, such as Bingo and guessing games, which help to develop children's social interaction, communication and basic mathematical awareness. Children are provided with the primary colours when painting and are then encouraged to mix these together to make new colours when painting by numbers. They make patterns with magnetic shapes as they link these together. They draw, play writing games and take part in book making activities which provide children with opportunities to develop their mark-making and literacy skills. Basic experiments, such as making an exploding volcano, provide fun opportunities for children to learn about cause and effect.

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	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:	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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