

The Pelican Out Of School Club

Inspection report for early years provision

Unique reference number EY344114
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Inspector Deborah Hunt

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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

The Pelican Out of School Club was registered at its current premises in 2006. It is privately run and operates from the Daisy Children's Centre within the grounds of Pendragon Community Primary School in the village of Papworth Everard in Cambridgeshire. The club serves children from the host school only. It uses one large room with the use of an additional room as required during the school term. An additional large room and sports hall in the school are available during school holidays. Children have access to a securely enclosed outdoor play area. Access is also provided to the school external play areas.

A maximum of 44 children from three years to under eight years may attend the club at any one time. It is open Monday to Thursday from 7.30am to 9am and 3.15pm to 6pm and on a Friday from 7.30am to 9am only. During school holidays the club is open four days a week, Monday to Thursday from 8am to 6pm. It is open all year, with the exception of one week over Christmas and two weeks during August. Children attend for a variety of sessions. There are currently 63 children on roll, ten of whom are in the early years age range. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are five staff who work directly with children. Of these, one manager holds a Nursery Nurse Education Board (NNEB) qualification and the other holds a Cache level 3 Diploma in Play Work. One play worker holds a National Vocational Qualification (NVQ) at level 3 in Children's Care Learning and Development and another holds a Cache level 2 Diploma in Childcare and Education. The club receives support from the local authority and have completed the Cambridgeshire Quality Framework.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive and make good progress in their learning and development at this welcoming, inclusive and family orientated club. They enjoy an outstanding range of activities and resources which ensure they relax after their school day and during holidays. Staff are deployed very effectively and overall comprehensive systems are in place to ensure children's individual needs are met. Relationships with parents and carers, the host school and other agencies are good. Most policies and procedures are in place and implemented effectively. Self-evaluation is increasingly used to prioritise improvements, demonstrating the managers' capacity to improve.

What steps need to be taken to improve provision further?

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

- improve monitoring procedures, such as appraisal systems in order to further enhance staff development.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority through the implementation of comprehensive policies and procedures which ensure children's well-being and safety is protected. Staff recognise the signs indicating safeguarding concerns through relevant training and the importance attached to this within the club. The procedure to follow is clearly displayed within the club room. Effective recruitment procedures and a carefully considered induction process ensure that only those suitable to work with children are employed. Continuous professional development is considered important, together with supervision meetings. An increasing awareness of the benefits of training enable staff to improve their skill and knowledge meaning children receive a consistently better service. However, annual staff appraisal procedures are not yet embedded into practice. All documentation required for the safe and efficient running of the club is in place. Policies and procedures are reviewed regularly and shared with parents.

The excellent deployment of resources results in a warm, inviting environment within which children flourish. They are offered a stimulating range of experiences and request further resources to support their play. Staff provide children with activities which stimulate their imagination and encourage physical activity. The mix of provision offered helps children differentiate their time at the club from being at school. Adults engage meaningfully with children to increase their learning and enjoyment. Staff carry out observations of children in the early years age range, and liaise effectively with the reception teacher at the host school. This ensures they make effective progress. Parent and child questionnaires enable managers to provide superbly for children's interests and improve their play experiences. Resources are available to all children and boys and girls make good use of their favourite items. This helps prevent and challenge gender stereotypes. Inclusion is given high priority and children with special educational needs and/or disabilities and those speaking English as an additional language are equally valued and supported.

Partnership working is good. There is a helpful flow of information between parents, the host school and pre-school which provides continuity of care for children. Parents are kept well informed through the club's notice board, regular newsletters, texts, emails and informal, daily conversations with staff. Staff sensitively interact with children offering them a friendly and secure environment within which to unwind and relax. The manager and staff team work effectively together to secure improvement. Parents speak very highly of the club, commenting that their children often do not wish to leave. Parents comments included 'I am very happy to recommend this club, my children love coming here'.

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

Children are welcomed into a relaxed, inviting environment where they become engrossed in a wide range of exciting activities. They enjoy free-flow play, moving between the main room, garden area and school play areas, as they wish. The ability to choose and freedom to explore offers a routine which complements the school day well. Warm, affectionate relationships exist between staff and children and they clearly enjoy their time together. Children know one another well and enjoy spending time together. Older children show care and concern for younger club members, helping them with activities and simple tasks. They develop independence as they prepare their own sandwiches for snacks and initiate their own play. Children develop spoken language and listening skills as they share their day with staff and each other at snack time. They love to spend time with staff who enthusiastically join them in their play and conversations. The art table captures the interest of many children, who concentrate for sustained periods as they make lollipop stick monsters and snakes from colourful beads. They express their creativity as they use a vast range of different art materials such as textured papers, flesh coloured paints, feathers and beads.

Children's capacity for critical thinking increases as they complete jigsaws, master electrical kits and create patterns with magnetic shapes. They develop problem solving and numeracy skills as they sort and match objects. They use an extensive range of board games and construction toys which encourage them to share and take turns. Children enjoy reading and extend the story of 'Handa's surprise' into a cultural role-play activity. They learn to be healthy through the snack provision, cookery activities and the 'Be Healthy' poster they make themselves. They select their snack for the following day during conversations as they sit and eat. As part of a world foods topic they taste a wide range of different foods, such as pizzas, fajitas and corn dogs brought in by an American parent. They identify the countries where the foods come from through the flags they make to decorate the wall display. They learn about the history of this country as they celebrate the Golden Jubilee, make bunting and take part in a tea party. Children sew purses and imaginatively decorate wall panels to take home. Their technology skills improve as they use the computer and electrical kits. Children develop effective relationships with their peers and staff, of whom they speak fondly. Staff encourage children to be thoughtful and considerate as they create a Pelican Memory book which each child is signing for a child moving abroad.

Good hygiene is promoted as children help prepare their snacks, and take part in cookery activities. Children are happy and settled. They are fully aware of the club's rules as they help to devise them. Staff are excellent role models and set boundaries which encourage positive behaviour, and as a result, children are generally well behaved. Children's sense of belonging is fostered well as they are encouraged to display their work on the 'Pelican' display board. In addition, there are many displays of children's artwork displayed around the room. Children learn about safety through fire drills and are aware of the procedures to follow when they are collected from school. Their spatial awareness is good and they show

consideration and care for one another. Children enjoy daily physical activity both indoors and outdoors. They enjoy trips to woodland areas and local parks in holiday periods. Snack provision is varied, nutritional and free from foods which may cause allergies.

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	1
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	1
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

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