

Ed's Club

Inspection report for early years provision

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Inspector

Edgar Hastings

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

Ed's Club opened in 2002 and re-registered with Ofsted in January 2012 following a merger with The Tree House Out of School Club. It operates from the community room at King Edward Primary School in Mansfield, Nottinghamshire. There is access to a small, enclosed outdoor play area.

A maximum of 16 children aged between three and eight years may attend the club at any one time. All children attending the club are pupils at the host school. The club is open Monday to Friday 7.30am to 8.50am and 3.15pm to 6pm, in school term time only. There are currently 33 children on roll, including three children in the early years age group, who attend for a variety of sessions each week.

The club employs three staff, including the manager. All three staff hold National Vocational Qualification (NVQs) at level 3. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club receives support from the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Ed's Club provides a friendly and welcoming environment where children meet together to enjoy a variety of interesting activities and make good progress. Children mix well with each other and achieve well in their personal and social development. There are effective procedures to ensure their safety and well-being and children feel safe because of the strong relationships they have with the staff. Partnerships with parents are good and parents speak highly of the level of care and enjoyment children have at the club. The management takeover and subsequent merger of the two clubs has resulted in a number of improvements being made, and the process of self-evaluation is good, but lacks refinement in some areas. The club demonstrates that it has a good capacity to maintain further improvement.

What steps need to be taken to improve provision further?

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

- develop further the planning of children's next steps so that children's learning opportunities are fully maximised
- develop further the process of self-evaluation to fully identify the club's strengths and areas for further development.

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of child protection procedures. They understand their responsibilities in the event of making a referral and ensuring that children are successfully safeguarded. All staff are proficient in administering paediatric first aid and their training is up to date. They have also received training in food hygiene, health and safety, and safe handling of children. The management committee has rigorous systems to ensure staff are suitably qualified and appropriately vetted before appointments are made. A good range of policies and procedures are in place, and accurate records kept, to ensure children's safety. Effective daily risk assessments are conducted for resources and premises.

The club staff work hard to provide a comfortable and stimulating environment. The accommodation is well equipped with a wide range of resources to support children's learning and development. They work well as a team and use the club room to create an effective learning environment. All children are welcomed by the club, which is able to support children with special educational needs and/or disabilities, and those who speak English as an additional language. An inclusion audit certificate was recently awarded to the club by the local authority for their good practice in this area. Opportunities are provided for children to gain positive attitudes to cultural diversity through discussion and activities linked to a variety of celebrations such as the Chinese New Year. Greetings in different languages are on display.

Managers and staff meet regularly to reflect upon current practice and to identify areas for further development. At present this evaluative process is relatively new and lacks refinement in some areas. However, many improvements have been put in place to improve the learning environment since the management takeover and self-evaluation is an important element of the club.

Parents are provided with a wide range of information about the organisation and activities of the club through the notice board and newsletters. Opportunities for daily discussions with staff about their children occur when they collect their children at the end of the day. Their views are sought through the effective use of questionnaires, and the results are summarised and any actions taken are reported back to parents. Parental suggestions are often taken on board, such as offering guidance and support for children who may wish to complete their homework during club time. Staff build good relationships with parents and with other professionals and organisations who provide support and guidance to the club in respect of the care of some of the children.

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

Children are confident, happy and secure at Ed's Club. They clearly enjoy the activities provided because they are linked to their interests, and they make their

own choices from the range of experiences that are on offer. Discussion with the children is used effectively to establish children's interests, as well to extend their learning about topics that come up from time to time. These include aspects of cultural diversity, the Olympic Games and personal safety. They generally take place when children are sitting round the tables in a social setting. There is a good balance of adult-led and child-initiated activities and children are familiar with the routines and all feel very comfortable in the club. After a day in school children like to find a way to relax, either by engaging in creative activities or being active in the outdoor area. Board games are popular and encourage the use of counting skills. Children enjoy sharing in games when the staff join in and they have a lot of fun, especially ball games out of doors. Older children often help the younger ones and they work together completing paintings. Cooperative skills are evident because children volunteer to help staff prepare the tables for snack time.

The club provides good opportunities for children to develop their fine motor skills. All children write their names and their time of arrival as part of self registration. Drawing, painting and craft activities all help to support their development. Creating Olympic torches through the use of cutting and sticking card and coloured tissue paper is very popular. A range of sporting equipment is provided to develop coordination as well as helping them to enjoy becoming fit and active. There is ample evidence showing some of the enjoyable tasks children have undertaken. Children talk enthusiastically about making Mother's and Father's Day cards, junk modelling, Jubilee activities, creating decorated plates, bunting and flags. In winter they build snowmen, and create Halloween masks.

Observation and assessment procedures are in place to monitor the progress and development of the early years age group. However, the next steps in learning are being identified but do not always appear in the planning. Children's health and safety is assured to a good level because they know and understand why they must wash their hands before eating or after using the toilet. Tables are cleaned hygienically before snacks are served. Healthy eating is promoted well as children enjoy a range of dishes including pasta and pizza, sandwiches, fruit and vegetables. They enjoy interaction with the staff and their friends as they sit and eat together. There is a strong emphasis on table manners and these are regularly reinforced to support social development. Children have a good awareness of their own personal safety as they are reminded about being careful of other children as they play. Behaviour is good and children are cooperative and respond readily to staff requests or guidance. Consequently, because of the good relationships, children are making good overall progress in their personal and social development. Their knowledge of the wider world is also being extended through the interesting topics and activities provided.

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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