

St Barts Out Of School Centre

Inspection report for early years provision

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EY307633

Inspection date

02/07/2012

Inspector

Sue Hall

Setting address

Sandwich County Junior School, St. Barts Road, Sandwich,
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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

St Barts Day Nurseries out of school centre is run by St Barts Day Nurseries. It opened in 2004 and operates from a mobile building consisting of three rooms, a kitchen and toilets. The centre is situated in the grounds of Sandwich County Junior School. There is a separate and dedicated entrance to the out of school centre. The centre is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It may care for no more than 44 children under 8 years; of these, not more than 44 may be in the early years age group, and of these, none may be under 3 years at any one time. The centre is open each weekday from 7.30am to 9am before school, and from 3pm to 6pm after school. It is open from 8am to 5.30pm during the school holidays. There are currently 60 children aged from four to under nine years on roll with a very small number of these children who are of early years age. Children come from a wide catchment area and are transported to and from several schools in company vehicles. The centre supports a small number of children who speak English as an additional language and is able to support children with special educational needs and/or disabilities, though none currently attend. The centre employs four staff. All of the staff, including the manager, hold appropriate early years qualifications. The group receives support from the Early Years Unit of Kent County Council.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting where children's welfare is promoted well and they know how to keep themselves and others safe overall. They make good progress in their learning and in their personal development. Since the last inspection, there have been good improvements, for example in hygiene practices and an increased range of overall resources to meet the developmental needs of children of different ages. However, the use of the outdoor area is underdeveloped. Self-evaluation is excellent and provides a secure basis to ensure that children's individual needs are well met. The strong programme of staff training ensures the setting has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop more detailed risk assessments to include anything with which a child may come into contact
- develop the outdoor area to ensure it provides an attractive and stimulating learning environment that supports their different interests.

The effectiveness of leadership and management of the early years provision

A good range of policies and procedures are in place to ensure that everyone is kept safe. There are careful checks of the suitability of staff to work with children and all adults are well trained in working with young people of this age. Procedures to transport the children to and from the several local school's that they attend are managed carefully by the centre's employees in dedicated vehicles. There are clearly defined procedures for emergencies and a good number of staff hold relevant first-aid qualifications. Evacuation practices are carried out to ensure children are fully aware of routines in case of fire or other emergencies. Daily risk assessments and health and safety checks of the indoor and outdoor areas are conducted. However, these checks lack sufficient detail and not all hazards are noted, such as the storage of items on top of cupboards or broken or unsuitable objects stored outside. Excellent self-evaluation procedures ensure there is a strong focus on driving improvement further forward. The proprietors are very actively involved, alongside the new manager, in the leadership and management of this setting. There are strong operational links with other settings run by the group. A corporate approach to the organisation of information ensures there are detailed and up-to-date systems in place to promote safeguarding and a wide variety of activities. This supports all areas of learning and development well. There are regular evaluations of provision involving all staff and feedback from parents, carers and the children. This extensive consultation process, coupled with training activities, enables staff to update their knowledge and skills in order to promote improvement and secure good outcomes for the children. All children are welcome in the setting and treated with equal respect. The small number who speak English as an additional language are helped to make progress alongside their peers. Family and community links are used well to support children's understanding of a range of different cultures. Photographic displays show that children have enjoyed finding out about cultural differences and the celebration of festivals. They enjoyed producing numerous art and craft items, including Chinese lanterns and Indian-styled jewellery. Children enjoy raising money for charities of their own choice. There are excellent links with parents and carers, with several noting with complete satisfaction that several members of their family have attended the setting since its opening. Parents and carers are very happy with the range of activities available and think their children are really happy to attend. They are kept very well informed with regular newsletters and additional information from the proprietors. Daily conversations with parents and carers ensure that information is shared well and concerns are minimised. Staff are keen to develop further the links with the adjoining school. The setting is in the process of improving the external areas available. However, currently these are limited and not very stimulating for imaginative play or suitable for many sporting activities.

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

Children are happy to attend the before- and after-school activities and are confident in their relationships with each other and staff. All of those spoken to say they feel safe and like the range of activities. Some say they particularly like 'chilling out' and appreciate that their ideas of what they would like to do or places to visit are taken account of. They quickly settle to activities, for example when choosing to turn a very large cardboard box into a 'Port' and then developing the construction in other ways through 'bouncing ideas around' between themselves. They decide how they think this should look and then cooperate readily in cutting and sticking parts of their own design for portholes and furniture. Staff facilitate the children's ideas and understand when to support, when to challenge and when to stand back. Children know what is expected of them and demonstrate the safe usage of scissors and painting materials. The planning of activities is effective, with plans annotated for future reference. This ensures a balance of interests and supports children's progress across all areas of learning. Staff are very responsive to children's preferences and for example, leave the prepared task of decorating the Olympic rings in favour of continuing other construction work that has captured their imagination. Staff observe accurately children's learning and use information, including a good range of digital photographs, to collect evidence for records of activities and the progress made. The setting has a very active approach to promoting healthy eating, with an imaginative menu encouraging children to try foods they may be unfamiliar with. A salad bar is available as a daily alternative to the freshly cooked meals in the after-school sessions. Breakfasts include no-sugar cereals, other healthy options and a drink. There is ready access to chilled and ambient temperature drinking water. There is a suitable range of bats, balls, hoops and other games equipment, although currently the surface of the main play area is undergoing replacement and is of limited use. Children are given many opportunities to take responsibility within the setting. They have ready access to resources and happily tidy these away. Their views are clearly respected and taken account of when purchasing resources. Some say they particularly like the opportunity to take part in their own shows by making costumes and scenery and then performing for the rest of the group. They play well together, share and take turns. Staff know the children well and, with small numbers attending some sessions, there is a high ratio of staff to children which ensures good behaviour. There are plenty of opportunities for children to extend their speaking and listening skills. Photographic evidence shows that they participate enthusiastically in role-play and dressing-up activities. Board games, number puzzles and team games help children develop successfully their problem solving and numeracy skills. They have access to a computer and staff note which games are most popular. There are good opportunities to extend their knowledge and understanding of the world, including recent re-cycling activities. The good range of activities prepares children successfully for their future learning experiences and next stages of education.

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	1
The effectiveness of partnerships	2
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	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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