

# Harlequin Out Of School Club Limited

Inspection report for early years provision

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**Unique reference number** EY333465  
**Inspection date** 02/12/2008  
**Inspector** Janette Mary White

**Setting address** Stockett Lane, Coxheath, Maidstone, Kent, ME17 4PS

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**Type of setting** Childcare - Non-Domestic

## 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.

## Description of the setting

Harlequin Out of School club opened in 2006 and operates from one room in a purpose-built building. This group is privately owned. It is situated in the town of Coxheath, Maidstone, Kent. A maximum of 30 children may attend the out of school club at any one time. The out of school club is open each weekday from 08.00 to 18.30 for 51 weeks of the year. During school term time they open for two sessions. All children share access to a secure enclosed outdoor play area. The premises are suitable for wheelchair users. This provision is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

There are currently 10 children attending who are within the Early Years Foundation Stage (EYFS) and 50 aged over five years. Children come from a wide catchment area. The out of school club currently supports a number of children with learning difficulties and disabilities. The out of school club employs eight staff, of which five, including the manager, hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

The provider is passionate and has a clear vision of what she wants to achieve for the out of school group and she is aided by an effective staff team. The partnership with parents, the local school and other agencies is fundamental to promoting the needs of all children and ensuring they get any additional support. Nevertheless, not all the required written permissions are in place and the child protection policy is not up to date. Staff provide a wide programme of activities, which children contribute to, although the assessments of young children to ascertain their achievements is not yet imbedded. The provider assesses her strengths and the continuing improvements for the future by consulting with her staff team. A secure environment where safety takes priority ensures the children's welfare. As a result, children are safe and secure at all times and enjoy learning about their local area and the world around them.

## What steps need to be taken to improve provision further?

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

- ensure the child protection procedures are in line with Local Safeguarding Children's Board

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents for seeking emergency medical advice. (Safeguarding and promoting children's welfare).

12/12/2008

## **The leadership and management of the early years provision**

Parents are given a broad range of written information regarding the out of school group. They provide the relevant information about their child and most of the required written permissions. However, the provider does not have written permission to seek emergency medical advice, although there is permission for medical treatment. Although, not always documented, information is gathered from parents about children's needs and starting points. For example, their home language is not always clearly identified. Staff have a good understanding of child protection procedures and use them well to safeguard children. This includes the processes for allegations made against them, although the policy does not identify all relevant agencies. Staff follow good hygiene practices and children do not attend if they are ill, minimizing the risk of cross-infection. Children are valued as individuals and play in a truly inclusive environment. Their comments and questions are acted upon by staff who acknowledge their contributions. This makes children feel valued and promotes their self-esteem. The arrangement for the assessment of young children is not yet established in sufficient detail.

Children learn the value of a diverse society and are encouraged to acknowledge each other's abilities. As a result, children develop a positive attitude towards diversity. The provider ensures that effective procedures are in place for the assessment of children with learning difficulties or disabilities. Staff successfully promote children's welfare through effective routines, such as the procedure for the collection of children from school. Visitors' details are recorded and the main door is only opened by staff. Daily risk assessments are completed and any hazards are noted. Resources and toys that are damaged are either discarded or removed until repaired. The provider and staff have basically discussed the strengths or possible improvements for the future. She completes regular assessments on the staff team, although appraisals are not yet established. Staff are able to access regular training. The provider's effective use of rigorous and robust staff recruitment procedures ensures that children are safe and secure at all times, and are cared for by suitable staff. These include procedures to support parents and to ensure that the sharing of information is prompt and accurate. Information on complaints is readily accessible.

## **The quality and standards of the early years provision**

Children learn the importance of good hygiene practices through everyday routines. For example, using soap and paper towels to wash and dry their hands, and these are disposed of hygienically. Children describe the importance of hand washing and this is consistently reinforced by staff. Staff use a range of effective procedures to promote children's welfare. However, the child protection procedure has not been updated in line with Local Safeguarding Children's Board. Children's individual dietary needs are catered for through the provision of nutritious snacks and healthy eating is promoted. Children confidently make decisions about the activities they wish to pursue. They concentrate well and spend time setting up and altering the train track or cutting and gluing to make advert calendars or Christmas pictures. Staff offer a broad range of activities, such as developing their

understanding about the world around them. For example, children describe how they took part in activities and pretended to travelled the world extending their knowledge of other cultures, beliefs and festivals. In addition, outings are organized to further promote children's understanding, for instance, to a coffee shop to consider where coffee beans come from.

The well planned environment allows children to explore safely and encourages independence. Resources are effectively labelled in order to help all children easily identify what they wish to play with. Children describe how they know to ask for help if the storage containers are at a higher level. They learn how to keep themselves safe because staff offer gentle reminders and clear explanations, such as not sliding on the floor as they might hurt themselves or others. Staff use consistent behaviour management strategies to help children manage their own behaviour and to understand how they should behave towards others. The children clearly explain the consequences pathway, such as receiving a verbal warning before this is escalated to a written warning. The group rules are displayed, although there are no pictures to accompany the words for younger children. Staff are developing a system to observe and assess children's achievements and they are beginning to identify their next stage. Staff have a good understanding of their role and spend time interacting with children. Children are happy, enthusiastic, motivated and enjoy activities that are self-chosen.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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