

# Splats'N'splodges

Inspection report for early years provision

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**Unique reference number**

EY441601

**Inspection date**

16/07/2012

**Inspector**

Kelly Eyre

**Setting address**

Elton C of E Primary School, School Lane, Elton,  
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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

Splats'N'splodges first opened in 2000 and was re-registered in 2012. It is an out of school provision run by a voluntary management committee. It operates from the school hall within Elton Church of England Primary School, in Elton, Peterborough, Cambridgeshire. The setting serves children attending this school and maintains good links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during school term times. Sessions are from 8am until 8.40am and from 3.15pm until 6pm. A maximum of 24 children may attend the setting at any one time. There are currently no children on roll who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There were no early years children present at this inspection.

The setting employs five members of child care staff. Of these, two hold an appropriate early years qualification at level 3 or above. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff utilise generally good procedures to support the ongoing evaluation of their work. This enables them to implement improvements and maintain a service which is responsive to children's needs. Good partnerships with parents support staff in gaining a thorough understanding of each child's needs. They can therefore ensure that these are consistently met and children are meaningfully included. Staff maintain a flexible approach to the planning of activities, ensuring that children's interests are well considered and accommodated. Appropriate daily practice and activities mean that children are mostly offered effective opportunities to develop their awareness of diversity.

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

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

- develop further a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- provide further opportunities for children to increase their awareness of their own cultures and beliefs and those of other people.

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

Children's welfare is consistently promoted because all staff have attended additional training and have a good understanding of their responsibilities relating to safeguarding children. This is supported by a clear written procedure, enabling staff to identify children at risk and take relevant action. Stringent checks are carried out to ensure that all staff are suitable to work with children. Appropriate risk assessments mean that children's safety is considered in all areas. Good daily practice and ongoing explanations enable children to build their own knowledge of safety issues. For example, they discuss road safety and make their own displays to illustrate this.

All staff work well together and set goals for the ongoing development of the setting. The continuous evaluation of their daily work enables them to gain a realistic picture of the setting and to implement changes that improve the outcomes for children. For example, there are now more activities that are not table-based as staff note that children are not accessing these. However, the self-evaluation process is not fully utilised to inform the overall review of daily practice and to evaluate the impact of changes made. Resources are used well to promote children's learning and development. For example, children enjoy visiting the school field and using a miniature greenhouse in the outdoor area.

Staff demonstrate a good understanding of the relevance of anti-discriminatory practice. They review the setting's policies and procedures to ensure that children's rights are promoted and their needs are met. Staff build good relationships with parents and carers. They utilise a variety of communication methods to ensure that parents are aware of current activities. For example, there are regular newsletters and a website. The setting also works well with others caring for the children. For example, they have procedures in place to exchange information with the school, thereby ensuring that children's care is consistent and their learning and development are promoted. There are no children attending who have special educational needs and/or disabilities. However, the manager is fully aware of the importance of working closely with outside agencies to support children's welfare and development.

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

Staff are clear that their aim is to provide a safe and welcoming environment for children to relax and enjoy themselves after school. They also have a thorough knowledge of the Early Years Foundation Stage and a good understanding of children's needs. This enables them to offer children appropriate care and a wide range of activities and play opportunities that support their learning. Staff observe and assess children as they play, actively using this information to inform activity planning. This planning is also flexible, ensuring that children are consistently offered activities that capture their interest and thus support them in developing positive attitudes to learning.

Whilst there are no children currently on roll who are within the Early Years Foundation Stage, it is possible to observe the interactions of these children with staff as, although they have moved on from the early years age range, they are still attending the setting and some are present at this inspection. Staff also keep detailed records of children's achievements and progress. These good interactions with staff help to extend children's play and learning. For example, when a staff member joins children playing a board game, they competently explain the rules to her and are then encouraged to count the game pieces as they acquire them, going on to compare the number of pieces each player has.

The good provision of resources means that children are offered a range of opportunities that promote their knowledge and understanding. For example, they participate in woodwork activities and enjoy accessing the setting's miniature greenhouse, where they plant and tend flowers, fruit and vegetables. Children appreciate the secure but flexible, routines of the setting. For example, they enjoy their weekly cooking sessions, eagerly explaining the various sweet and savoury dishes they have made and checking the planning sheet to find out what they will be cooking in the future. The good forward planning and interaction with staff means that children enjoy the activities and all are able to participate and learn to work together. For example, children take turns and work together to ice cakes in preparation for their end of term party. The thoughtful planning also means that children have opportunities to experiment and explore. They set up an experiment to find out what happens when they add different dyes to water and then place cut flowers in this.

Children develop personal and social skills for the future as they are supported in gaining a thorough understanding of appropriate behaviour. Staff talk with children about the implications of their behaviour and encourage them to share and work together. Children's awareness of diversity is developing as they access relevant resources and participate in activities. For example, they make their own displays to illustrate the Olympics, referring to a map of the world to ensure they have included all countries. However, their wider awareness of their own cultures and beliefs and those of other people is not extended and fully promoted. This limits their knowledge of this area. Children's understanding of the relevance of healthy lifestyles is promoted. For example, they gain an awareness of healthy eating as they participate in cooking activities and help prepare the setting's snacks.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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|---|-----|
| 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 |
|--|-----|