

The Den

Inspection report for early years provision

Unique reference number

EY440269

Inspection date

28/08/2012

Inspector

Debbie Starr

Setting address

St. Johns Mead C of E VC Primary School, Hounds Road,
Chipping Sodbury, BRISTOL, BS37 6EE

Telephone number

07791165559

Email

rachel.e.robertson@hotmail.co.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Den breakfast, after school and holiday club registered in 2012. It is run by joint managers and operates from the nursery building of St. Johns Mead C of E VC Primary School, in Chipping Sodbury, Bristol. The premises are self contained, providing two playrooms, integrated kitchen and toilet facilities. Children also have access to an outside play area and the school playground.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is open from 7am until 8.50am and 3.15pm until 6pm, Monday to Friday, term time. They operate a holiday club which opens from 7am until 6pm all school holidays. A maximum of 32 children under eight years can attend at any one time, of which eight children may be in the early years age range. There are currently 80 children on roll within the setting who attend, of these eight are within the early years age range. The provision employs four staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff effectively identify, plan for and meet the individual needs of children well. Children make good progress towards the early learning goals overall, as staff effectively support children's development through their play and interests. Good partnerships with parents and strong links with other early years providers ensure continuity in children's care, learning and development. The owners and staff demonstrate a strong capacity and commitment to continuous improvement. Effective review and reflection of the provision brings about good outcomes for children.

What steps need to be taken to improve provision further?

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

- provide further opportunities for children to develop skills in operating simple equipment.

The effectiveness of leadership and management of the early years provision

Robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction and ongoing review by staff ensure that children are effectively safeguarded. Staff have a good knowledge and understanding of child protection issues and reporting procedures within the setting. Thorough risk assessments of all aspects of the provision and procedures

such as, security at the entrance and checking maintenance work on the site when the setting is running ensure children are cared for in a safe and secure environment. Detailed documentation is in place to safeguard children and required records are well maintained and shared with parents. Children easily access an interesting range of high quality toys and resources overall. These are well organised within in a bright and spacious environment that supports their play and learning. Good deployment and staffing ratios ensure children are able to play outside whenever they choose. Staff have a good knowledge of individual children's backgrounds and needs and work sensitively with parents. Children's awareness of the wider world and diversity is reflected well through resources such as posters, books and activities such as dancing, food tasting and creative play. Children participate in a meaningful range of activities that embrace the wider world such as the Olympics and European football championships.

Parents are very positive about the provision and appreciative of the care given to their children. They are well informed about practice and events through a wide variety of means. For example, individual initial meetings, children's developmental profiles, colourful displays, newsletters, e-mails and daily discussion with staff. Parents regularly inform staff of their child's interests at home. Staff form strong collaborative links with other early years settings that provide alternative care to ensure that each child is given the support they need.

The owner managers are continually looking to improve the provision and experiences for children who attend through ongoing review. Support from other providers, the local authority and the views of children, staff and parents contribute to this process. Actions taken have a good impact upon the outcomes for children and partnerships with parents. For example, more effective planning ensures children enjoy a wider range of activities of their choice. Early opening times support working parents. The owner managers have a clear vision for the future. They have high expectations of staff who effectively develop their knowledge and skills through training. The provision demonstrates a good capacity for continuous improvement.

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

Staff know the children well and take account of their interests in planning the provision. Activities offer a good balance of enjoyable and challenging play experiences overall. For example, children's interest in dinosaurs is promoted well through small world play, books, imaginative play and creative activities. Children are happy, settled and engaged in their freely chosen self-selected play. Children choose to spend time creating models using an interesting range of materials and attaching them in a variety of ways. Children are given time to complete what they are doing and are able to return to this during the session. Children show interest in how things work and problem solve as they turn knobs on games to make pieces move and connect. Children access some resources that promote an understanding of technology, however at times these are too complex for younger children.

Children develop a good awareness of the importance of a healthy lifestyles, how to keep themselves safe and sharing with others through well planned adult-led activities. Children create a large 3D collage of healthy foods, making models of their choice from dried foods, wool, paper and paint. They build upon this as they select from a wide range of fresh fruit to create their own fruit kebab which they eat for their snack. Children know to wash their hands prior to the activity. They are supported well to understand how they keep themselves safe when using child-safe knives and wooden skewers. Children's language is extended as they repeat the names of unfamiliar fruit and describe the difference in textures. Children take turns and share the fruit passing from one to another.

Children enjoy the fresh air and challenge of the outside play areas. They successfully develop physical skills. They climb up and through cargo nets and attempt new challenges as they balance along parallel ropes and stretch for alternating hanging ropes. Children are active learners as they watch others on horizontal bars and work out how to reach them by using a crate to stand on. Children practice and develop newly acquired skills as they ride their bikes unaided on a variety of surfaces and up and down slopes.

Children respond well to the praise and consistent approach of staff. Children's self-esteem is promoted well through the display of their work, medals of recognition and celebration of their achievements outside of the setting such as, swimming certificates. Children's behaviour is good. They show consideration for others, play cooperatively together, take turns and share; thus, developing good skills for the future.

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
--	---

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

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

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
--	-----