

Scallywags Fun Club

Berry Hill Primary School, Newport Road, SANDOWN, Isle of Wight, PO36 9PE

Inspection date

14/11/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled and really enjoy meeting their friends and peers at the after school club.
- Children are interested and active learners who benefit from the enthusiasm and motivation of the staff.
- The environment is exciting for the children. Staff promote their learning well and very effective use is made of the good range of interesting and fun resources which children are keen to use.

It is not yet outstanding because

- The manager has a clear idea of the strengths and areas of development of the club. However, the evaluation system used does not yet fully involve the views of parents and staff.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff during activities in the club room, hall and outside area.
- The inspector held a meeting with the owner and another with a senior member of staff to discuss documentation and checked evidence of suitability of the staff.
- The inspector spoke to staff and children during the inspection.
- The inspector met with the head teacher who visited the club during the inspection.

Inspector

Coral Hales

Full Report

Information about the setting

Scallywags Fun Club is a well-established provision that initially registered in 1996. It re-registered in 2012 due to moving to a different school site as part of the Isle of Wight schools re-organisation program. It is privately owned and one of three provisions that this provider is registered to operate.

The setting operates from various classrooms within Broadlea Primary School, in Lake, on

the Isle of Wight and staff have good links in place with the host school. The premises are accessible and secure grounds are available for outdoor play. The setting offers after school and holiday care and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 128 children on roll, the number of children attending varies on a daily basis.

The Fun Club operates Monday to Friday during school holiday periods from 8am to 6pm. The after school club operates in term time and sessions are from 2.45pm to 6pm. Children may attend for a variety of sessions.

The club employs 15 members of staff, most hold a level two or three early years qualification. The owner holds an appropriate qualification at level 4.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance self evaluation to ensure it takes into account the views of staff, children and their parents to enable a shared approach to be taken when implementing improvement plans.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff use their good knowledge of the Early Years Foundation Stage to provide the children with bright and stimulating play areas. This enables children to have time to relax, play and have fun with their friends. Children are happy, confident, keen learners who are eager to join in with everything and thoroughly enjoy their time at the club. Staff know the children well as most attend from the host school and several of the club staff work with the children during the school day. Staff support children well and their ideas are valued as they base the activities around their interests. Children arrive excitedly chattering happily about their day, saying 'hello' to staff that quickly respond and engage the children in friendly dialogue about their day at school.

The owner, manager and staff have well developed links with the school which enables an easy transition for the children between the two settings. Staff are keen, motivated and enthusiastic and support the children well as they play. For example, when a child chooses to use the go cart in the playground the staff member supervising joins in fully with the play. The staff extend the children's activity by challenging them and helping them to

create a slalom race track using cones. The children request that the cones are put close together before attempting the course. They attempt the course and quickly realise they need more space to negotiate the bends using the go cart. Effective questioning by staff further extends the children's learning as, when asked how many cones, state 'four' and say 'I can see that just by looking'.

Planning is regularly reviewed and adapted to reflect the needs and interests of all children. Observation records are kept and these include children's favourite activities and resources they enjoy. This helps staff to settle the children using familiar items when they first attend the club. Information is shared at the end of the day with the parents and information sheets and notices inform them of the activities provided. This effectively involves them in their child's learning.

There are comfortable areas for the children to settle and relax in, for example, they can lounge on large cushions and decide amongst themselves which DVD they want to watch. They have a clear understanding of how the equipment works and enjoy helping the staff set it up. The children are confident and knowledgeable and are learning new skills all the time that will help them in the future as they move through the school system. Younger children are well stimulated and enjoy being part of a larger group. They are fully involved in the club with their views listened to and acted upon. Staff promote all areas of learning as children are able to access different areas of the school. For example, they use the computers, read books, and play on equipment both inside and in the well resourced outdoor area.

The contribution of the early years provision to the well-being of children

An effective key person system supports engagement with parents and this encourages them to share information about their child's learning and development. A buddy system operates as staff work different days and this ensures they are fully up to date with individual children's progress and the children always have a known individual to go to. Children are signed in by staff, although the owner is currently working on a system for them to self register to further their independence. Children behave well as staff are good role models and reinforce any simple rules if issues arise. Children demonstrate that they are fully aware of expected boundaries and share and take turns and are encouraged to be, and are, helpful and kind to others. They are able to say what they feel and are able to negotiate with each other as they play.

Children's understanding of a healthy lifestyle is fully promoted and they enjoy lots of fresh air and exercise in the outside areas. They have plenty of opportunities to develop new physical skills using a good range of equipment to support this learning. At snack time the children sit together and are fully involved in the preparation of snack. They use knives with confidence as they make their own sandwiches, with staff supporting the younger children when required. Parents are aware of the snacks provided, which differ every day, with fruit always available. As a result of staff making this a fun relaxed activity children really enjoy sitting together to eat their tea.

Children learn to stay safe because risks are assessed to minimise accidents. For example, they are aware that they must put on a helmet before using wheeled toys in the outside area. They are made aware of the layout of the school and take part in fire evacuations to ensure they are fully aware of what to do in an emergency. An exciting range of good quality resources both inside and out are freely available for the children.

The close and effective working relationship with the school supports children's learning whilst they are attending the group. Staff from the school and after school club share necessary information and this ensures children's needs are identified and met to provide continuity of care.

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

The club is keen to offer a high level of care to children and families within a relaxed after school club atmosphere. Arrangements for safeguarding children's well-being are established and effective. The owner has robust recruiting systems in place to ensure the suitability of the staff she employs. Good attention to staff development results from regular monitoring, observations and appraisals. All staff have opportunities to attend training courses to learn new skills and therefore are able to continue with their professional development. The majority of staff hold qualifications in childcare and first aid. Regular meetings enable them to share practice and ideas, which helps them to become good team players. They offer each other support as they work together supporting the children in their care. They understand their individual responsibilities and provide a safe play environment for children.

The areas used are well organised and resourced. Daily risk assessments and checklists completed for the inside and outside area help to ensure the premises, resources and equipment are safe and suitable for the children.

The owner and her staff work closely with the teachers and support staff at the school and actively seek advice and act upon suggestions to support all children's learning and development. This clear liaison includes communication about children with additional needs. Links with other agencies are also good with staff clear about how to access these when necessary and how to direct the parents if they raise queries.

The owner is keen to develop and improve the club and has a clear vision for the future. She continues to monitor and review new systems and implements changes as necessary, particularly as they have recently moved to new premises. A self-evaluation document is completed and demonstrates the club shows the ability to maintain continuous improvement, but as yet, does not fully include the involvement of the staff and parents.

The club has established friendly working relationships with the parents and their families. Lots of information is displayed around the club room and more detailed written information is contained in the prospectus and leaflets. The leaflets give general information about activities, club times and costs. Staff are keen to involve the parents

and really appreciate their involvement and interest.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY430783
Local authority	Isle of Wight
Inspection number	798280
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 16
Total number of places	75
Number of children on roll	128
Name of provider	Sarah Jane Wherry
Date of previous inspection	Not applicable
Telephone number	01983530433

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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