

FISH Chudleigh - After School

The Woodway Room - The Town Hall, Market Way, Chudleigh, , Newton Abbott, TQ13 0HL

Inspection date

Previous inspection date

11/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff work very hard to build positive relationships with the children they care for. They create a positive, engaging environment and build on strong play work principles.
- Parents and other professionals, such as teachers, are fully engaged in the work of the club. Staff share information, seek their views and incorporate these into the overall programme for improvement.
- An excellent range of activities is on offer throughout the session, and children are genuine partners in the planning of activities.
- The leadership and management team inspire and guide their staff to give of their best at all times, valuing their contributions and promoting their continuing professional development successfully.
- The key person system works very well. Staff have an excellent understanding of all children, their achievements and the challenges they face.

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

- Information about the inspection
- The inspector observed children's participation in a range of activities.
- The inspector spoke with all members of staff at various times throughout the inspection.
The inspector looked at: the provision's self-evaluation records; training records; planning documents; observation and assessment records; written feedback from parents; and a sample of policies, procedures and welfare documentation.
- The inspector spoke directly with parents as they collected their children.

Inspector

Leoarna Mathias

Full Report

Information about the setting

Fun in School Holidays (F.I.S.H.) moved premises in 2012 and is a privately-run after school club. It operates from the Woodway Room and additional rooms at the Town Hall in Chudleigh. The club is open after school during term time from 3pm to 6pm. Children are collected from the local primary school and arrive at the hall at approximately 3.45pm.

On Wednesdays they use the school swimming pool. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are three children on roll in the early years age range and 54 older children. The club is run by a manager, who holds relevant childcare qualifications, and five additional staff, three of whom are qualified to level three. The club also provides care in the holidays at Chudleigh Primary School.

What the setting needs to do to improve further

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

- extend systems for monitoring the educational programme by regularly evaluating activities and practice.

Inspection judgements

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

Staff work very hard to create an inviting, engaging environment for the children attending. They sustain a high quality programme of activities, based upon their very secure knowledge of the children they care for and the Early Years Foundation Stage. The whole team, through the effective key person system, contributes to the maintenance of detailed observation and assessment records. In turn, this assessment material enables the team to fully promote children's progress at an individual level. The team is also highly skilled at working in a genuinely child-led way, being flexible and responsive. As a result, children are true partners in the provision, contributing to the planning of activities and the overall programme. The key person system also works well to establish a meaningful partnership with parents. Parents have regular opportunities to participate in whole group events and to get feedback about their child's progress. Staff regularly seek their views on the group and use their feedback to plan improvements.

Children are engaged, happy and confident as they make extremely good use of all parts of the club. With particularly high quality, varied and plentiful resources on offer, the children give high levels of concentration to their chosen tasks. They practise their nativity play for extended periods with very good support from staff who provide further resources, ideas and encouragement. Children focus on making Christmas decorations for the club's new tree and delight in seeing each item through to completion. Both staff and children alike fully embrace an impromptu paper aeroplane competition and staff promote this very well as a real learning opportunity. Staff quickly meet children's requests for other items to be made available. Throughout the session, staff skilfully move from

working with one group of children to another, making the most of opportunities to continue to build relationships with children on an individual level. They are encouraging and display positive attitudes throughout the session; they are full of praise for children's achievements. Support for the development of skills for the future is substantial. For example, observation records show that some children find writing their names challenging. Staff identify a need for additional help, provide excellent support with this task during the session and praise children meaningfully for the progress they make.

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

An excellent key person system is at the heart of the club. This process creates an environment where all children know at least one adult present well and parents know who is responsible for their child. Very warm, positive relationships between staff and children are in evidence. This in turn encourages all children to behave positively and give of their very best throughout their attendance. Group rules are clear and well known to the children. Children also have excellent opportunities to consider the lives and needs of others. For example, they enjoy a project to link up with school children in Mozambique and they explore a strong range of resources that reflect wider society.

Children have many opportunities to enjoy physical exercise. The 'walking bus' that brings them from school to the club often stops at the park to play group games or use the equipment. They also make regular use of the school swimming pool. The children have daily access to outside play at the club in a secure outdoor area. Children also enjoy particularly effective promotion of their good health through a very pleasing range of snack items, which they help to prepare. Posters and recipe cards further encourage children to make good choices and they enjoy nutritious snacks throughout the session. Documentation that underpins the good health of children, such as accident records and medicine administration forms, is in excellent order.

The club has a robust and effective approach to the management of hazards. Risk assessments are detailed, thorough and regularly repeated. Staff make routine assessments for the full range of outings the group undertakes, which serves to keep children safe. A similarly robust approach to the management of fire safety is in place. Access to the provision is extremely secure and throughout their attendance the safety of children attending is paramount. For example, all children wear high visibility jackets during the 'walking bus' journey to the club from school.

The staff team works very hard to build strong relationships with the teachers of all children. Staff keep teachers informed about aspects of each child's attendance at the club; they share records and regular informal exchanges take place. Staff also invite teachers to attend the club to see children in this context. In this way, staff keep teachers very much abreast of the achievements and challenges of the children they care for.

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

The leadership and management of the club are highly skilled in reviewing the quality of the provision. They adhere to their strong play work philosophy and exceed expectations of drawing upon the learning and development requirements of the Early Years Foundation Stage. Photographic records, planning documentation and assessments of children's progress show that the club plans an inspiring and fulsome range of activities. Recent changes to the approach to planning work very well overall, although the new format is reducing the emphasis on regular reflection of practice. However, in all other respects, the staff team, along with the managers, demonstrate particularly strong skills of self-evaluation. For example, the club seeks parents' views and incorporates these into future planning. All staff share messages from any training with the whole team to promote continuous improvement fully. The owner-managers of the club bring inspirational leadership. They are never complacent, always seeking new ways to improve the provision. For example, they are currently looking at using technology to further improve the flow of information between themselves and children's teachers. They also draw upon other independent quality assessment systems for further ideas on how to bring innovative improvements to the club.

The staff team have a secure and up-to-date understanding of the safeguarding and welfare requirements. A wealth of safeguarding information is available to staff and parents. The team know how and when to take action if they have concerns. All policies that promote the welfare of children are familiar to the staff team and accessible to parents. Staff are vigilant in their monitoring of children and recording any incidents.

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	EY447884
Local authority	Devon
Inspection number	800333
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	57
Name of provider	The Partnership of Fun in School Holidays (FISH)
Date of previous inspection	Not applicable
Telephone number	01392 860892

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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.

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.

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