

SCOOSC

Hillside First School, Hillside Road, VERWOOD, Dorset, BH31 7HE

Inspection date

Previous inspection date

14/01/2013

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

- Staff provide a calm and relaxed environment which meets the individual needs of all children who attend after school.
- Effective planning takes into account children's interests and needs and ensure that they are interested and motivated.
- An effective staff team and partnership working with the school make sure that children feel safe and secure.

It is not yet outstanding because

- snacks do not consistently further children's understanding of making healthy choices.
- discussions with parents to share children's development are not yet fully in place.

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's play and the interaction with staff, indoors and outside.
- The inspector talked with staff and parents and held discussions with the manager.
- The inspector sampled documentation, including children's records, planning and records of staff suitability.

Inspector

Barbara Walters

Full Report

Information about the setting

SCOOSC (Hillside First Out of School Club) opened in 2008 and was taken over by the current owner in 2012. The provision is privately owned and the owner is the manager. It operates from dedicated premises in the grounds of Hillside Community First School, Verwood. Children have access to enclosed outdoor play areas. It is open after school each weekday from 3pm until 6pm term time only, and also to cover school inset days. Holiday care is offered at the providers' other setting at Verwood C of E First School. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 34 children on roll; of these, four

children are in the early years age group. Including the manager, four staff are employed to work directly with the children, all of whom have a childcare qualifications.

What the setting needs to do to improve further

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

- develop children's understanding of making healthy choices by providing consistent opportunities to try different healthy foods
- strengthen communication with parents to share information about children's development.

Inspection judgements

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

Staff have created a secure and calm environment for children to relax after a long day in school. Carefully planned routines effectively support the children in meeting their needs and interests. Children are encouraged to choose their activities and what they want to do and how they will do it. Children discuss with staff the activities that interest them, which they arrange for the following day. For example, an activity exploring happy and sad faces. This means that children make good progress within the spirit of the setting and their needs are thoughtfully met. Children choose the toys they want to play with from labelled boxes. This helps them to develop their independent play and begin to read familiar words. Staff encourage the children to learn together and from each other. They sit together at the beginning of the session and share stories and play games. Planned craft activities are a sociable occasion when the children sit around a table to create and construct with the junk modelling. They use simple tools effectively and explore sticking things together and combining materials to extend their imaginations.

Children spend time each day in the outdoor area and enjoy energetic exercise by playing games, such as football. Staff provide a good range of resources to support children in all areas of their learning. Children independently help themselves to small boxes, which they use to observe bugs more closely and discuss with staff. Children also choose what they want to play with and cooperate well with their friends. For example, they negotiate space well when carrying a box of cars into the playground. Staff support their interests effectively and encourage them to explore by suggesting that they also use a ramp with the cars. This enables children to practise and build on their skills. For example, children explore running the cars down the ramp to see how far they will go. Staff suggest that

they try to catch the cars in a bucket at the bottom of the ramp. This helps them to understand how to negotiate space and adjust the speed of the car to achieve success.

Children's imaginations are developing well. They use streamers to achieve their planned effect, and twist them around and through the safety bars to create an 'electric' fence. They share their achievements with their friends and relate how the electricity flows through the streamers. Staff know the children well and have a good understanding of when to play with the children and provide support. They help the younger children in their confidence building and support them in developing secure relationships with the older children.

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

Children develop a positive relationship with staff who are intuitive to their individual needs. Consequently, children have their emotional needs well met in a calm and friendly environment. Staff gently discuss with children the consequence of throwing their toys to help them develop a good understanding of responsible behaviour. Children in the after school club have created their own rules, which are proudly displayed on the notice board to further develop responsible behaviour. Staff consistently use the same behaviour management strategies as the school, which adds to the children's feeling of safety and security.

Children have a warm snack when they arrive at the club and the food provided meets their individual dietary needs and preferences. Children enjoy eating together and independently pour their cereal, butter their toast and choose the topping. Staff discuss with children during baking activities the foods that are good for them. However, the range of snacks on offer limits children's understanding of making healthy choices. Staff take positive steps to ensure risks are minimised and children's safety is effectively managed. Any changes or issues that may cause a hazard to children are risk assessed and the appropriate action taken. Staff risk assess any dangers to children before they are taken on any outing. Staff gently remind children to use the chairs properly so they do not fall and hurt themselves, which develops their understanding of keeping themselves safe. Children are developing well in their self-care skills. They appropriately dress themselves for outdoor play and routinely wash and dry their hands when necessary.

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

The after school club has made significant improvements since the last inspection and demonstrates a strong commitment to the development of the children's care and education. For example, staff have gained further qualifications to develop their understanding in child development and how children learn. Staff also pay to attend further training in play work. The manager has a good awareness of the strengths of the club and the areas in which they can improve. For example, the outdoor equipment has been extended and she is aiming to share the resources with the other setting to provide

more variety for the children. Staff complete a self-evaluation form during the annual appraisals to help evaluate their practice and bring about changes which benefit children.

The manager has gained a good understanding of safe recruitment through personal research. The manager and staff complete the daily planning to ensure that all know about children's developmental needs. An effective key person supports children in the early years age range to monitor their progress and intervene where needed. Staff have developed positive links with the school and work closely with them to ensure consistency for all the children. Consequently, children are interested, happy and make good progress in their development.

Staff have a strong understanding of how to promote safeguarding. Children's registration forms are well detailed and records any individual and health issues and dietary requirements. All staff are checked to ensure their suitability. Parents receive a written copy of any minor accidents or incidents which supports children's welfare effectively. The manager has completed a level 3 training course in child protection and is confident in her responsibility to the children in her care. Staff demonstrate a thorough understanding of the child protection signs and symptoms and the procedure to follow should there be any concerns about children or other adults. All staff members have a first aid qualification to further ensure children's welfare.

Parents comment positively about the care and support the children receive. They state that the club provides a relaxing place for their children and they very much enjoy attending. They appreciate the opportunity that the children have to play outdoors each day. Staff are friendly. They will discuss daily how the children have been during the day and share any information from the school. Staff share information with parents in a number of ways, for example, through discussion or emails. This suits the needs of different parents. However, systems to share children's development with all parents are not yet fully effective.

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
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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	EY446008
Local authority	Dorset
Inspection number	803073
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	34

Name of provider	Elissa Jane Thorne-Alcazar
Date of previous inspection	Not applicable
Telephone number	07827322403

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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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