

Polkadots Out of School Care

The Wells Free School, Mount Ephraim, Tunbridge Wells, TN4 8AT

Inspection date

Previous inspection date

31/03/2014

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

- The staff develop very positive relationships with children. This helps motivate them to engage with others and take part in activities.
- The staff encourage children to be independent and develop confidence as they listen to them and positively support their interests.
- The staff use the outdoor environment throughout the session to encourage physical play and exercise in the fresh air, supporting a healthy lifestyle.

It is not yet outstanding because

- The staff do not routinely make a varied range of resources and activities available to extend children's learning outside.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the play room and the outside area.
- The inspector held a meeting with the owner/manager of the club and completed a joint observation.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.

Inspector

Sue Taylor

Full report

Information about the setting

Polkadots Out of School Care club is one of two settings run by a private owner. It registered in 2013 and operates from the sports hall of The Wells Free School in Tunbridge Wells, Kent, with which the club have close links. Children have access to an enclosed outdoor play area. The club is open each weekday for children who attend the school, from 2.30pm to 6pm, school term time only. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 20 children aged from four years on roll, of these six are in the early years age range. The club supports children who speak English as an additional language. There are four members of staff, three of whom hold appropriate early years and/or playwork qualifications to level 3.

What the setting needs to do to improve further

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

- improve the range of resources and activities available outside to support children's learning and development across all areas of learning

Inspection judgements

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

The staff get to know the children well from discussions with parents. The 'All About Me' form that parents complete before children start at the club means the staff have, for example, information about children's likes and dislikes. The staff record the occasional observation as individual children play and link these to the areas of learning. Parents see these observations and sign that they have read them, so they know what their child is doing or achieving. The staff communicate well with parents and the school, so if a child needs extra support in their learning the staff can incorporate this in the session. The daily planning shows where activities or resources have been put in place because of a child's request or interest.

The staff support children's ongoing learning and development well by providing a range of resources and activities that children enjoy. They ensure that they value and respond to children's interests. For example, there is now a docking station that children can use to listen to their favourite songs and music. This is a particularly favourite activity and the staff use the interest to promote children's language, communication and literacy skills by providing related song sheets. Children spend time at the art and craft table, creating 'butterfly' pictures with the brightly coloured paints after the staff member shows them how. The children know each other well and a group of children engage in play, based on

a well-known children's film. The dressing-up clothes are another favourite with the younger children as they use their imagination in their play. The outdoor area is popular with the children, enabling them to have energetic play, such as running around, after a day at school. There are resources that children can use outside but these are not routinely available to the children to enable them to make choices and extend their learning. The children enjoy fun physical games organised by the staff, such as seeing how far they can throw the soft javelins. Some children become inventive and see if they can throw the javelin through a moving hoop.

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

The staff build very positive relationships with children and have a good understanding of their individual needs. As a result, children settle well and have a good level of confidence, developing secure emotional well-being that prepares them well for the future. They demonstrate independence skills as they make choices about their indoor play or help themselves to a drink of water. The children recognise the boundaries of the club and know this may differ from when they use the same premises during school time. The staff manage children's behaviour effectively. The children share resources willingly and behave extremely well.

The staff support children in keeping themselves and others safe. Children practise fire drills regularly and sensibly use tools, such as scissors. The staff help encourage the importance of having a healthy lifestyle. The children enjoy physical play in the fresh air throughout the session if they wish. The snack tea helps support a healthy diet with fresh fruit, yoghurts, pitta bread and fillings. Details obtained from parents, means that the staff are aware of any individual care needs to be met. There is a varied range of good quality resources that are easily accessible indoors. The premises are secure, light and airy so children can be safe and independent, for example when they use the toilet facilities.

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

The provider meets regularly with the staff and they all take a responsibility in meeting the safeguarding and welfare requirements. The staff carry out effective daily risk assessment checks to help ensure the premises indoors and outside are safe for children to use. There are clear processes in place for the safe arrival and collection of children. There is varied detailed guidance in place about child protection and staff know what to do if they have concerns about a child in their care. The required records are available and up to date, such as accident reports and attendance records. A thorough recruitment process is in place that includes obtaining appropriate checks to help ensure staff suitability. Staff receive good support for their professional development through staff meetings, supervision and training opportunities.

The provider and staff routinely evaluate the club practices and activities. They demonstrate a good capacity to sustain improvement. The staff obtain and value the

views of parents and children through discussion or questionnaires. The provider and staff have development plans in place, such as creating a resources book to make it easier for children and parents to know what is available. There are positive partnerships with parents and the school and these helps ensure children continue to receive the support they need in their care and learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY470864
Local authority	Kent
Inspection number	939692
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	30
Number of children on roll	20
Name of provider	Megan Jayne Turley
Date of previous inspection	not applicable
Telephone number	01892739075

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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, which are usually the childminder's 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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