

Waterside Out Of School Clubs CIC

Inspection report for early years provision

Unique reference number EY390563
Inspection date 27/07/2009
Inspector Sylvia Shane

Setting address Blackfield Junior School, Hampton Lane, Blackfield,
SOUTHAMPTON, SO45 1XA
Telephone number 02380 893 132
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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Blackfield After School and Holiday Club is owned and managed by Waterside Out of School Clubs CIC (Community Interest Company). It operates from the recreation building and various rooms on Blackfield Primary school campus. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register for a maximum of 40 children. There are currently 68 children on roll, nine of whom are in the

early years age range. The club welcomes children who speak English as an additional language and children with learning difficulties and/or disabilities.

The club is open each weekday during term time from 15:00 until 18:00 and during the school holidays from 08:30 until 18:00. There is a secure outdoor play area for the children to use.

The setting employs nine members of staff who work with the children. Of these, seven hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership and Waterside Out of School Clubs has been awarded the 4 Children accreditation award.

Overall effectiveness of the early years provision

The overall standard of provision is good. Learning opportunities help to meet all children's needs well and keep them actively engaged. They experience a good balance of child initiated and adult led activities to support their learning and development. Children in the early years age group mix well with the older children, who offer them help and support. There is a clear commitment to continuous improvement through self-evaluation. Staff are well motivated and identify and attend training, this helps ensure they continue to build on existing good childcare practice.

What steps need to be taken to improve provision further?

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

- continue to develop the systems to observe and record children's learning to effectively measure and record children's progress in learning and development ensuring that the information gained is taken into account when planning the curriculum

To fully meet the specific requirements of the EYFS, the registered person must:

- provide a record of the risk assessment that contains sufficient detail including when it was carried out, by whom and the date of the review and any action taken following a review of an incident in particular for the cracked window and the security code pad (Safeguarding and promoting children's welfare)

07/08/2009

The leadership and management of the early years provision

The setting is committed to seeking improvement and bringing about positive outcomes for children. Staff, parents and children are involved in the self-evaluation of the setting and

their views are taken seriously and acted upon. For example, staff ask children if they are satisfied with the choices of food they get for snacks and children make suggestions to enhance their choice and staff ensure that children understand the importance of a well balanced diet.

Through a range of well implemented policies and procedures children's good health is assured. Staff carry out daily checks on the premises and although the staff identify and address hazards effectively and keep children safe, some detail is missing in the risk assessment records and as a result do not meet with the requirements of regulation. Staff are deployed effectively and maintain ratios. They ensure that children are well supervised and encourage children to take responsibility for their own behaviour and keep themselves safe, as a result children behave and cooperate well with staff. Clear and effective procedures are in place to ensure that children are only picked up by identified nominated people. Effective escorting arrangements to and from schools are in place and ensure children's safety and security when moving between school and the after school club. This is enhanced by the good communication and effective partnerships they have developed with schools.

Staff have developed an effective sick child policy and have followed government guidance in relation the recent flu pandemic. Staff take extra care of the cleanliness of the premises and equipment and children have been reminded about good hygiene practice, such as using their hand to cover their mouths when coughing or sneezing and to ensure they regularly follow good hygiene procedures when using the toilet. A newsletter has gone out to parents to remind them of the procedures to follow should their child become ill. There is always a trained first aider on hand to ensure that children are well cared for if they are sick or injured.

Through regular training staff have a clear knowledge of the safeguarding policy and are able to identify the signs and symptoms of abuse. Systems are in place to ensure that any concerns are dealt with effectively and ensure children's continuing safety. Effective recruitment procedures ensure that all staff are effectively vetted to ensure that they are suitable to be with children.

The quality and standards of the early years provision

Children are happy and relaxed in this child centred environment where they have easy access to resources which are clearly marked and accessible to all. Staff ensure that their welfare and development is central to all that they do. Children have access to water and are encouraged to have a healthy diet, staff supplement this with healthy nutritious snacks which include fresh fruit. Children mirror the excellent adult role models and consequently show concern and care for others. They are polite and staff ensure that they learn to listen well to others and in return ensure that they also get listened to. Children are helped to deal with their feelings especially when they are finding it hard to express themselves so they learn how to deal with conflict effectively. Children learn to accept that they come from differing backgrounds and that they are each unique. They are given clear choices and become confident in decision making through the effective use of the children council where they voice their opinions and staff respond positively to their suggestions and ideas.

Children have access to a suitable range of multi-cultural resources and activities that help them understand about the wider community. Children are learning to act responsibly and when they can't manage things for themselves engage adults to help them. New and less confident children are supported by the group's buddy system and as a result all children settle quickly and well. Children are clearly involved in the rule making and therefore often self-regulate such things as turn taking and ensuring fairness takes place, for example when taking turns on the game system.

Children are making good progress in line with their starting points, which are identified through good partnerships with parents and continuing close liaison with the local school they attend. All staff work closely together to ensure that children's individual welfare and learning needs are met. They have begun to develop a system for recording children's progress, including individual portfolios which they share with parents. These are in their infancy and there are inconsistencies in the quality of observation and evaluation. However, all staff meet regularly to discuss the children's ongoing progress; they know them well and develop individual learning plans in order to ensure children are sufficiently challenged. As a result children engage in meaningful play opportunities based on their interests and ideas.

Children engage in a range of adult and child led initiatives and have developed warm and trusting relationships with the staff and their peers. They are confident in asking for the things they want. They are able to use their imagination to set up and make a supermarket making good use of the easily accessed junk modelling. For example, they make badges for the different job titles, such as security guards and shop assistants. They make their own play money and stack up the imaginary shelves and sell and buy the items. A favourite activity is making dens to hide, so staff ensure that children always have access to blankets to make these. Spontaneous play is further enhanced, for example, when children decide they want to be space super heroes they easily access the resources to make imaginary boosters for their arms, independently using resources and then asking adults for the help they need to fasten them onto their arms with sticky tape. Children play in harmony and learn how to use the game system and control the key pad. A pleasant and inviting book corner with cosy cushions allows children the time to relax and read a book and chat with their friends. Children are developing their physical skills and confidence in their own abilities, for example to climb and balance on the beams. Staff understand the importance of risk taking so are close by ensuring the children's continuing safety and giving them the support and encouragement they need. They get lots of fresh air and exercise as they have access to a large playground where they develop their ball skills and balance on scooters. The younger children are keen to show off their ball skills to the older children who encourage them to shoot and aim at the basketball net. Children are excited and join the older children in group games such as 'spaghetti, spaghetti bolognese', an alternative to 'duck, duck goose'. They are given extra time to absorb and learn the rules and confidently take part discussing the rules; they engage with staff well and make allowances for the younger children.

Staff regularly meet with parents and talk to them about their children, giving them positive feedback at the end of the day. They ask them to contribute their thoughts and ideas about the activities they think their children will enjoy. From time to time parents are asked to fill in questionnaires to ensure that the service reflects the needs of the parents and their

children. Parents are provided with good information about all aspects of the service. They are observed to be made very welcome whether they are new parents visiting for the first time or those coming to pick up their children. They state that they feel welcomed, well informed and that their children are very happy and feel secure in the setting. Children's work is valued and displayed, as are their photos, so all children are included.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2
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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 07/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 07/08/2009