

Corner Club Activity Group

Inspection report for early years provision

Unique reference number 258311
Inspection date 20/02/2009
Inspector Patricia King

Setting address Border House, Border Drive, Mowmacre Hill, Leicester,
Leicestershire, LE4 2JD

Telephone number 0116 2211417

Email

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

The Corner Club Activity Group has been registered since 2004 and is run by Leicester City Council. It operates from an enclosed building within the environs of Border House which is situated in the Mowmacre district in Leicester city. There is a fully enclosed area for outside play. A maximum of 24 children may attend at any one time. The setting offers a breakfast club, for children under eight who must attend with their parents. A crèche, usually for under fives, runs at various times in the week to support parents and carers attending courses and appointments. The out of school group provides a variety of activities for children over five years, both after school and in the school holidays. The setting is registered to provide full day care, which is not currently offered. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently eight children in the Early Years age group on roll. Places are limited to the residents of the Border House organisation. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. A safe, secure stimulating environment is created indoors and outside to offer an interesting and diverse range of activities and learning opportunities. A comprehensive range of policies and procedures is in place to support the safety and welfare of children, and staff demonstrate secure understanding of how to use these effectively. Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are successfully provided for. Effective systems are in place to monitor and evaluate performance which means strengths and weaknesses are recognised and appropriate action is taken to secure improvement.

What steps need to be taken to improve provision further?

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

- improve the use of sensitive observational assessment in order to plan to meet young children's individual needs
- ensure the daily record of the hours of children's attendance is kept up to date.

The leadership and management of the early years provision

Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Thorough staff induction and appraisals systems ensure that adults working in the setting are fully informed and prepared for their

responsibilities and work efficiently. Careful attention is paid to establish important information about the children and their individual needs to ensure that they are fully enabled to participate and benefit from their time at the setting. The setting strives to work in partnership with parents and others involved in the children's lives. Staff work together as a cohesive and effective team to offer interesting and fun opportunities for children to learn as they play.

All required documentation and records are in place and regularly reviewed to ensure they are effective. However, the record of attendance is not consistently recorded which may compromise children's safety in the event of an emergency. Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Written risk assessments are detailed, regularly reviewed and carried out daily, which means that potential dangers to children are minimised. All recommendations made at the last inspection have been acted upon and an effective self assessment is in place to inform and secure a capacity for continued improvement.

The quality and standards of the early years provision

The group is made up of children from a diverse range of races, religions and social backgrounds. Careful attention is paid to recognise and value everyone's individuality and to enable all children to take an active part and benefit from their time at the setting. For example, visitors from different communities are invited into the group and language support is used to aid communication. Children's knowledge and understanding of the world is well promoted because important occasions are celebrated and staff encourage children to talk about their own and other cultures. Children have access to toys and resources reflecting diverse lifestyles and customs and the setting abounds with positive images and examples of activities promoting diversity.

The setting is organised with imagination and flair to create a stimulating learning environment where children are encouraged to extend their knowledge and skills as they play. Good quality resources and well planned activities are kept within easy reach of children to encourage independence and choice. A varied and inviting range of play and learning experiences successfully embraces all areas of learning. There are many planned and spontaneous opportunities for the children to explore and experiment with different materials and substances, for example, the wealth of craft materials is used with enthusiasm and imagination to create collages, pictures and models. Children have daily access to secure outside play, offering challenging opportunities for children to learn and develop in the fresh air. Children confidently move between active and quiet activities showing a sense of belonging to the club where their presence and participation is welcomed and valued.

Children behave well and follow the simple, agreed rules to promote safety and harmony in the setting. For example, they take turns and share and respond positively to gentle reminders when necessary. Children are learning to be healthy by having a nutritious diet and good understanding of their personal care routines.

Healthy eating is promoted by the setting and practical activities such as pizza making promotes children's learning about this important aspect of their development. Children describe the importance of hand washing before handling food or after using the toilet.

Staff work in close partnership with parents and others to support children with learning difficulties and/or disabilities to benefit from attending the setting. Systems are in place to observe, check and record children's progress in their learning journals, although these are not yet used effectively to inform planning.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.