

# The Activity Club - Willington

Inspection report for early years provision

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**Unique reference number** EY248186  
**Inspection date** 26/01/2009  
**Inspector** Justine Ellaway

**Setting address** The Old Schoolhouse, Castle Way, Willington, Derby,  
Derbyshire, DE65 6BT  
**Telephone number** 07788 728391  
**Email** deb@theactivityclub.com  
**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 Activity Club Willington is one of two out of school clubs owned by the same provider. It opened in 2003 and operates from The Old School, Willington, Derbyshire. A maximum of 45 children may attend the out of school club at any one time. The club is open each weekday from 07.30 to 09.00 and 15.30 to 18.00 during term-time and 07.30 to 18.00 during school holidays. All children share access to a secure enclosed outdoor play area. There is level access at the rear of the building.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 100 children on roll, nine of whom are within the early years age range. The club currently supports children with learning difficulties and/or disabilities.

The club employs 18 members of staff. Of these, 10 hold appropriate early years qualifications and five are working towards a qualification.

## Overall effectiveness of the early years provision

Children's welfare, learning and development are not effectively promoted to ensure the needs of all children are met. The setting is not suitably organised to ensure that all of the required information has been sought or recorded, that policies are consistently implemented and that partnerships with parents and others promote continuity. Planning and assessment are not suitably developed to support children, particularly with regard to children's independence, choice and interests. Systems to evaluate and identify areas for improvement have not been developed to bring about improvements for the children who attend.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- provide evidence of the records of information used to assess the suitability of adults working with children (Suitability of adults) 16/02/2009
- ensure there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play (Educational programmes) 26/03/2009
- undertake sensitive observational assessments in order to plan to meet young children's individual needs (Assessment arrangements) 26/03/2009
- plan and provide experiences which are appropriate to 16/02/2009

each child's stage of development, with specific regard to promoting children's independence at snack time (Early learning goals)

- establish an appropriate procedure to deal with an allegation of abuse being made against a member of staff that is understood by all staff (Safeguarding and welfare) 16/02/2009
- ensure there is an effective behaviour management policy which is adhered to by all members of staff (Behaviour management) 16/02/2009
- obtain prior written permission from parents for each and every medicine before any medication is given (Promoting good health) 16/02/2009
- ensure that the risk assessment includes an assessment of the risks and hazards relating to the dropping off and collection of children from school. (Suitable premises, environment and equipment) 16/02/2009

To improve the early years provision the registered person should:

- develop systems to ensure that staffing arrangements are organised to meet the individual needs of all children
- review the menu so that children are provided with healthy snacks
- review the indoor environment so that it contains resources which are appropriate and accessible for all children
- develop systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents
- continually look for ways to improve the quality of the learning, development and care.

## **The leadership and management of the early years provision**

Systems to organise the environment are not currently effective in meeting children's needs. Staff are not always suitably deployed so that they interact and engage with children and provide appropriate support. The organisation of snack time does not promote children's independence and means that children wait for staff to prepare and serve food that they could ably serve themselves.

Staff attend a range of training courses to improve their knowledge and skills. All of the required policies and procedures have been devised. However, the implementation of the behaviour management policy is not consistent and therefore does not support children learning about the implications of their behaviour or promote their self-esteem.

Staff demonstrate a suitable awareness of safety and supervise children indoors and outdoors during the session. A detailed risk assessment has been written for the premises and includes individual activities, however, this does not include

dropping off and collecting children from school. Although appropriate procedures are described to ensure the suitability of adults working with children, the setting does not currently maintain the required records. Staff demonstrate an awareness of what to do if they have any concerns about child protection, but the procedure for dealing with an allegation against a member of staff is not appropriate and therefore does not effectively safeguard children.

Children's welfare is not effectively promoted. Children have some choice about what they eat at snack time, however the food provided does not sufficiently promote healthy eating. Hygiene is suitably promoted, for example, at snack time the tables are cleaned with anti-bacterial spray and children wash their hands before eating. Appropriate records are in place for the recording of accidents and when medicine is administered. However, permission has not been sought from parents prior to the administration of medication to promote children's good health.

Parents are provided with relevant information at the time of placement. Each child has a diary where staff record what toys they have enjoyed playing with, which is shared with parents. A newsletter containing general information such as changes of staff, is provided on a termly basis. However, parents are not currently encouraged to share information about or extend children's learning and development at home. Similarly, information is not currently shared with other settings that children attend to ensure continuity of care.

Whilst the setting is honest and realistic about some of the areas of improvement, not all of these have been identified. Systems have not been devised to bring about required changes to benefit the children who attend. Some, but not all, of the recommendations set at the last inspection have been addressed.

## **The quality and standards of the early years provision**

Although children are comfortable in the environment and develop friendships, they are not suitably supported to engage in games and activities to promote their enjoyment. Whilst the setting has a varied and appropriate range of toys and resources, a very limited selection of these is available for children to play with during the session. This impacts on children's ability to choose what they do and does not promote their independence. Children enjoy art and craft and eagerly participate in an activity on the occasions when it is facilitated by a staff member. They are proud of their work and show it to others. Staff are reactive to children's requests for tools or resources so they can extend and perfect their work.

Assessment systems have not been devised to identify children's individual needs. Planning does not currently take into account children's interests or allow for children to play outdoors when they want to. As a result, children sometimes struggle to find something to occupy them. In spite of this, children behave well and are respectful of others. For example, when they sit on the carpet, although space is limited, they do not disturb others. They listen to staff and follow instructions.

Children play independently or in small groups and chat to each other throughout the session. They use their imagination well to make up their own games. Several children play together to build a large tower from blocks, negotiating that one will hold it whilst the others continue building, as they identify it is too big to stand without support. Children have opportunities to learn about the wider world as they engage in activities that look at different festivals throughout the year. Staff show an interest in what children tell them, which promotes children's self-esteem.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 4 |
| How well does the provision promote inclusive practice?   | 4 |
| The capacity of the provision to maintain continuous improvement.   | 4 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 4 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 4 |
| How well does the setting work in partnership with parents and others?                            | 4 |
| How well are children safeguarded?  | 4 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 4 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 4 |
| How well are children helped to stay safe?  | 4 |
| How well are children helped to be healthy?   | 4 |
| How well are children helped to enjoy and achieve?  | 4 |
| How well are children helped to make a positive contribution?   | 4 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 4 |

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](http://www.ofsted.gov.uk)

## 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 in relation to behaviour management 16/02/2009
- take action as specified in the early years section of the report in relation to parental consent for medication 16/02/2009

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 in relation to behaviour management 16/02/2009
- take action as specified in the early years section of the report in relation to parental consent for medication 16/02/2209

## **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**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements.

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.