

Golden Opportunities Childcare Service

Inspection report for early years provision

Unique reference number EY346785
Inspection date 12/06/2009
Inspector Jane Richmond

Setting address Bowmansgreen Primary School, Telford Road, London
Colney, St. Albans, Hertfordshire, AL2 1PH

Telephone number 01727 767772

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 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

Golden Opportunities After School Club and Holiday play scheme was registered in January 2007. It takes place at Bowmansgreen Primary School, London Colney and operates from the school dining room. The club also has the use of some of the associated facilities including a temporary room, the kitchen, toilets, some storage facilities and timetabled use of the school hall. The outside facilities include a small external area adjacent to the dining hall, the school playground and playing fields, which are secure. The club is registered for 24 children from four years to under eight years and older children may attend. There are currently 70 children on roll. The setting works in close partnership with the school in which it is situated. The club opens Monday to Friday from 15.00 to 18.00, during term time and Monday to Friday from 08.00 to 18.00 during the school holidays. Children attend a variety of sessions on a regular or occasional basis and come from London Colney and surrounding area. The setting is able to support children with learning difficulties and/or disabilities and children who have English as an additional language. Access to the club is suitable for any person with disabilities. The club is able to draw upon seven staff in all, two of whom hold early years qualifications. All others are booked on to relevant courses to obtain relevant qualifications. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the provision at Golden Opportunities is good. Members of staff take their responsibilities seriously and meet each child's individual needs well. The caring family atmosphere enables all children to have equal access to all that the setting offers. The leader's willingness to reflect on the club's strengths and areas for development ensures that provision has improved and all safeguarding requirements are met. The setting's capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- maintain more comprehensive records of children's progress
- ensure that more staff obtain the relevant and higher level early years qualifications.

The leadership and management of the early years provision

The highly focussed commitment of the two setting leaders ensures that all children have exciting, fulfilling and enjoyable experiences whilst attending Golden Opportunities After School Club. Their dedication to this ethos creates a friendly, welcoming and 'family' atmosphere. Within this environment, children are encouraged to try their best and are sympathetically supported with any difficulties

they experience. There are excellent partnerships with the school in which the club is sited. Children's progress and variety of needs are regularly discussed with the school staff who are very supportive of the staff in the club. Parents are very happy and feel confident to leave their children at the club. They think that their feelings are considered and their ideas acted upon when appropriate. A good range of information is made available to parents and there is a coherent system for gathering information from parents when the children first enrol.

Safeguarding checks are carried out thoroughly. The setting manager makes good use of the local authority advice and the training opportunities for staff. However, the setting does not have enough staff with higher level child care qualifications to enable it to expand to meet an increasing demand. When necessary, advice from the relevant agencies supporting children's needs is sought. The setting's approach to self-evaluation is good and judgements made are accurate and appropriate. There is a common sense of purpose amongst the staff, who are constantly seeking to improve their practice and the provision for the benefit of the children. Regular meetings are held to ensure that all staff are familiar with policies, systems and procedures. These are also used to plan future activities and developments.

There are robust structures in place that enable the setting to run smoothly and for the children to be safe. Although the dining hall provides a somewhat bleak environment, the manager and her staff make a real effort to lay out stimulating activities and use resources to soften the immediate impact. There are useful displays of the activities children participate in and the club's record book shows the breadth of activities undertaken.

The quality and standards of the early years provision

A useful range of activities is available to stimulate children of all ages in the club. In the outdoor area, children were engaged in physical activities, such as skipping and balancing. In the school hall children responded with delight and enthusiasm to adult led games. In this way, the development of their physical skills was very well provided for. At snack time, the children were very keen to make their own choices of sandwich to make, while the supervising adults discussed with them how healthy they were. The children were very aware of the foods that help them to remain healthy and the consequences of an unhealthy diet. The involvement of the children in making choices, cooking food such as curries and soups for the group and sharing the food provided, is a strength of the setting. During this time, the birthday of a child was enthusiastically celebrated.

The leadership of the club has a strong belief in developing children's social skills. This is achieved very effectively through the insistence on good table manners, conversation at the table, older children helping younger children and empathetic listening to children's worries. There is a clear commitment to including children with learning difficulties and/or disabilities and the club staff liaise with appropriate people to ensure that they are providing suitable support for those children with individual needs.

The children are involved in the planning of activities and suggestions for visits and

visitors. Most weeks all the activities are planned around a theme which is selected by the children and include social, academic, physical and creative activities. To maintain the strong partnership with the school, the club encourages children to complete their homework and to read with staff members. Dance and drama workshops and the use of computers stimulates speaking and listening, understanding emotions and improves children's key skills.

Some records are kept to show what children have done but their progress is not clearly mapped. Therefore the setting does not know in enough detail how much progress children make. As a result children may not be making the very best possible rate of progress in reaching the early learning goals.

Resources are well maintained and regular risk assessments are carried out to ensure the safety of all children.

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
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