

The Activity Club - Willington

Inspection report for early years provision

Unique reference number EY248186
Inspection date 17/09/2009
Inspector Sally Ann Smith

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Type of setting Childcare on non-domestic premises

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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.

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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 7.30 to 9.00am and 2.45 to 6.00pm during term-time and 7.30am to 6.00pm 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 77 children on roll, six of whom are within the early years age range. The club currently supports children with special educational needs and/or disabilities.

The club employs seven members of staff. Of these, three hold appropriate early years qualifications and two are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff are continuing to develop their knowledge and understanding of the Early Years Foundation Stage (EYFS), particularly with regard to the learning and development requirements. Staff establish positive relationships with parents, ensuring that a two-way exchange of information can be shared in order to meet the individual needs of children. Systems are in the early stages of being implemented to evaluate practice and gather the views of staff. The setting has begun to identify strengths and areas for ongoing improvement to further improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems to observe and assess children, taking account of information provided by parents, to plan for children's next steps and match these to the expectations of the early learning goals
- consider how the space available can be used to give scope for free movement, well-spread activities and opportunities to play quietly or relax
- develop further opportunities for children to move freely between the indoor and outdoor environments and increase opportunities to access resources
- develop further the systems for self-evaluation and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. They are also familiar with procedures should an allegation be made against a member of staff. Risk assessments both inside and outside are consistently adhered to by all staff so that children are safe and these are continually revised and updated. For example, during repair works to the outside area, children are re-directed when entering the building so that hazards and danger is minimised. All staff undergo Criminal Record Bureau (CRB) Disclosures to ensure that they are suitable to work with children and a written record of CRB numbers and their date of issue is retained on site. Through appraisals, the manager determines staff's continuing suitability through appropriate questioning.

Staff establish positive relationships with parents and they are keen to seek parents' views with regard to their child's needs. A variety of strategies are used to ensure information is regularly shared through discussion, displays, notice-boards and newsletters. Staff engage parents in conversation at the end of the day to share information. Parents have regular opportunities to liaise with their child's key person to discuss all aspects of their welfare, learning and development. As a result, the individual needs of children are always taken into account when planning activities and routines, so that they are fully included. However, parent's views are not consistently sought at the time of the placement regarding their child's learning and development.

The setting has begun a process of self-evaluation through collating the views of staff in order to identify areas for improvement. Planning and activities are at times evaluated to determine where modifications can be made to enhance the learning opportunities for children and ensure that activities are stimulating and challenging. Staff have informal discussions with children to identify their preferences so that activities can be planned accordingly. However, systems for evaluating all aspects of the provision are not consistently implemented. Most of the recommendations from the previous inspection have been addressed, although opportunities for children to initiate their own play, using all the available space both indoors and outdoors, continues to be an area for further improvement.

The quality and standards of the early years provision and outcomes for children

Children enter the setting happily and know the routine well. They hang up their coats and bags and wash their hands for tea. Staff arrange activities on tables and on the floor at the beginning of the session from which children are able to choose. Staff liaise well with children establishing warm, trusting and relaxed relationships. This means that children are confident around staff and are keen for staff to join in their games. A range of activities are planned to cover the six areas of learning which are varied, stimulating and fun. For example, children learn how birds have difficulty finding food during winter and make bird cakes for them to

eat. Children's knowledge and understanding of the world is promoted as they look at different countries, their traditions, customs and foods and people's differences. Creative activities, such as art and craft, are regularly incorporated into the routine and children enjoy being creative with clay or practice their developing mark making skills in the sand and gloop. However, opportunities for children to initiate their own play and choose whether to play indoors or outdoors is limited. Whilst staff say that children can ask for more resources if they require, this does not take account of children who are less confident to make requests or children with special educational needs and/or disabilities. In addition, the surrounding floor space is limited due to the large tables running down the centre of the room. This restricts opportunities for children to spread out, for example, when playing with cars and building tracks. Although a smaller adjoining room is available, this is not consistently used to enable children to have space for free movement or opportunities to play quietly or relax.

Behaviour management has been a major focus and discussion point for staff since the last inspection, so that procedures are consistently implemented. Children play well together and are encouraged to share and take turns. They play board games, often with the staff and learn to take defeat graciously. Staff talk to children about being kind and considerate to each other and take account of people's feelings. At times, staff recognise that feelings may impact on children's behaviour, particularly if a child is angry, sad or tired. Staff have worked with a local school and implemented similar strategies for managing disruptive behaviour. Children are given somewhere quiet to sit and reflect whilst looking at laminated cards of different emotions so that they can show staff how they are feeling. Staff have found this to work very well. Staff remain calm at all times and raised voices are discouraged.

Staff are continuing to improve their knowledge of the EYFS learning and development requirements. They are beginning to carry out focused observations of children engaged in their play. These focused observations are planned, outlining what children will do and how the activity will be resourced, but does not consistently identify what the children are intended to learn. Staff are making some progress in evaluating activities and beginning to make links with regard to planning for children's next steps so that they make progress towards the early learning goals, although this is still in its infancy. The manager acknowledges that staff are still developing skills in all aspects of planning, observing and evaluating children's progress to carry out the learning and development requirements competently and confidently.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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