

Camp Energy After School Club

Inspection report for early years provision

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Inspector Alison Putnar

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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

Camp Energy After School Club is registered as an out of school facility operating from Greenfield's Sports and Social Club on the edge of the Loughborough town centre. The out-of-school club operates in the main function room with additional use of the bar area and toilets. Access to an adjacent school playing field provides children with outdoor play and activities. The club operates Monday to Friday inclusive, during term time from 3.15pm to 6.00pm and from 8.30am to 5.30pm during school holidays. Children are collected from local schools for the after school care.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Care is provided for no more than 40 children aged from three years to under eight years at any one time. There are currently 55 children on roll of these seven are in the early years age range. There are five members of staff available to work with the children; three staff hold Level 3 childcare qualifications and two are working towards qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff supervise children consistently and create a welcoming and secure environment. However, there are weaknesses in the procedures for safeguarding children, which potentially impact on children's ability to be and feel safe. Methods of self-evaluation are emerging but are not yet sufficiently thorough in identifying areas to improve to benefit the children and ensure that all legal requirements are met. Areas for improvement raised at the last inspection have been appropriately addressed, demonstrating a positive attitude to continuous improvement. Children's individuality is appropriately respected and valued and the setting provides a service which compliments the school day. Staff work well with parents and other settings attended by the children to ensure that individual care and welfare needs are met but discussions focus less on individual's development.

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:

- ensure an up-to-date safeguarding children policy and procedure is available on the premises, which is understood by staff and includes clear procedures to be followed in the event of allegations being made about staff (Safeguarding and promoting children's
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welfare).

To improve the early years provision the registered person should:

- improve systems to enable children to make choices from the range of resources and toys available, further supporting their enjoyment
- review the organisation of the session to enable children to continue to benefit from outdoor experiences during winter months
- use the information gained from the assessment systems to identify next steps for children to work towards and use this information when planning activities helping children to reach their full potential
- create further links with parents and staff at other settings the children attend to provide the best support for individual children and further promote continuity in children's learning experiences
- develop further methods to lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The setting runs relatively smoothly despite some weaknesses in the provision. Robust recruitment systems ensure that staff are suitably vetted to be working with children. An appropriate induction programme enables staff to build knowledge of the setting's policies and procedures. However, the policy file available on the premises, which is used to guide staff in their day-to-day practice and is shared with parents, is considerably out of date. The safeguarding children policy and procedures lack the required details which is a breach of requirements. As a result, staff are not sufficiently confident in their knowledge of procedures to follow in the event of allegations being made about staff, which impacts on children's safety. Staff are vigilant about children's welfare whilst in their care and risk assessments are completed to reduce the likelihood of accidents at the setting and during school collection times.

Appropriate numbers of staff are available to support children each session. The key worker system ensures that younger ones are well supported and developing in confidence. Relationships between staff and the children are very secure, which is a key strength of the setting and ensures a friendly, welcoming environment for all. Children settle quickly upon arrival and access a suitable variety of toys and resources set out by staff. Some children are confident to request different activities, which are willingly provided. However, the storage system limits some children's ability to know what toys are available and somewhat restricts their choice, particularly for those new to the setting. During summer months an outdoor area is used to provide increasing play experiences and staff are beginning to consider how they can continue to provide outdoor activities during the darker evenings.

Methods of reviewing the provision are gradually emerging. The staff team discuss

practice and consider some improvements to benefit the children. For example, following a review of the snack time, better opportunities are provided for children to develop their independence as they make their own savoury wraps and choose their own drinks. However, self-assessment is not yet fully effective in identifying weakness in the provision and as a result some legal requirements in relation to required policies and procedures are not met. The staff team present a positive attitude to making improvements; half hold recognised qualifications and others are working towards these. Many access an additional range of short training events to expand their knowledge and thus improve outcomes for children. Those attended include first aid, food hygiene, behaviour management and an introduction into the Early Years Foundation Stage (EYFS). Periodically feedback about the service is obtained from parents and the children as an effective system to bring about improvements.

Staff take time to get to know the children and ensure that records include relevant information to enable them to cater for individual and diverse needs. Staff care for children in line with parent's wishes. Parents spoken to during the inspection report that they feel the setting provides a fun, secure environment where children's self-esteem is supported. Methods for valuing children's choice are improving as they are encouraged to record and vote for their favourite activities and to make decisions about how the session flows. Staff are beginning to keep development records for those in the EYFS age range; these include information about children's interests and staff begin to use this to plan some further activities to motivate and engage the children. Full consideration is not yet given to planning activities to support individual's learning and development. Staff communicate well with teachers at the schools they collect from, ensuring that relevant information is passed on to parents. Discussions do not yet focus on individual's development or how the setting can contribute to children's learning experiences.

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

Children enjoy their time at the setting. They confidently engage in the variety of activities and benefit from the flexible approach to the organisation of the session. Many busy themselves with craft and construction activities, creating pictures and models from the resources available. Staff engage in play alongside the children, supporting and encouraging their ideas. Further craft materials, such as cotton wool and shiny paper are provided to support those wanting to begin to make Christmas cards. Others develop their imagination as they take on varying roles when recreating a travel agents and book a staff member on a trip, using the computer and toy money. Space is created for children to play or read quietly after a busy, structured day at school. Some choose to do homework and are supported by staff as needed.

Children behave well; they are encouraged to develop 'club rules', giving them ownership and responsibility about expectations for acceptable behaviour. Reward systems are in place to encourage and praise kind and considerate behaviour. A wide age range attends, all get on well and mixed ages play alongside each other

happily. This supports a shared sense of positive self-esteem; older ones take pride in reading a story to a younger group, while younger ones develop their confidence as they share news at 'show and tell' time. These activities also support children's communication skills as they experience talking in a large group, developing listening skills and thinking skills as they consider questions to ask each other. Activities are provided that help children to explore features of the wider world and to accept and celebrate similarities and differences between them. These include food tasting, card making and craft activities. During a 'cultural week', children try a selection of Asian and European foods and create models of famous landmarks such as the Great Wall of China and the Taj Mahal.

Children's health is well-promoted. They have some opportunities to make healthy drink choices. Water and dilute squash are provided and available throughout the session for children to freely access, keeping them well-hydrated. A light tea is served which incorporates some healthy options such as fresh fruit. In summer months children benefit from frequent opportunities to get fresh air and exercise when using an outdoor play space, although this is currently less well used in winter months. Children understand suitable hygiene practices such as washing their hands before meals. Staff are vigilant with cleaning to prevent the spread of germs and infections. During some routines, staff take opportunities to help children consider safety issues. On the walk from school, young ones wear high visibility jackets and talk about road safety practices. Children use equipment appropriately in the setting and consider the safety of others, looking behind them before taking a shot at the pool table and picking up toys after play. Staff sometimes miss opportunities to reinforce safe practices, for example, talking about the potential danger of fire and fireworks during an activity of making pictures for bonfire night.

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?	4
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?	4
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	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	2
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