

Cherry Tree Kids Club @ Hillsgrove Primary School

Inspection report for early years provision

Unique reference number	EY398098
Inspection date	19/11/2009
Inspector	Beryl Witheridge
Setting address	Hillsgrove Primary School, Sidmouth Road, WELLING, Kent, DA16 1DR
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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

Cherry Tree Kids Club @ Hillsgrove Primary School was registered in 2009 and operates from two rooms in Hillsgrove Primary School. It is situated in the town of Welling, Kent. A maximum of 26 children may attend the out of school club at any one time. The out of school club is open each weekday from 7.15am until school starts and 3.15pm until 6.00pm during school term time. All children share access to a secure enclosed outdoor play area.

There are currently 12 children aged from four to under eight years on roll of whom two are in the early years age group. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. Children come from a local catchment area. The out of school club is able to support children with special educational needs and/or disabilities, and also children who speak English as an additional language.

The out of school club employs three staff, all of whom, including the manager, hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting meets the needs of the children attending. The provider offers a warm and friendly welcome and ensures that the individual needs of each child are known and addressed. Children within the early years age range are well supported and enjoy their time with staff and older children. The recently opened group is making satisfactory progress in developing their service. Systems are in place to help to assess what works well and what needs to be improved to promote effective outcomes for the children. All staff are involved in evaluating the provision.

What steps need to be taken to improve provision further?

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

- use systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- ensure that the manager of the provision completes an EY2 form providing this person's date of birth, name, any former names or aliases and home address
- carry out the emergency evacuation procedures regularly so that all children have been included and know how to keep themselves safe in an emergency.

The effectiveness of leadership and management of the early years provision

Children's safety is well considered through the written safeguarding procedures that ensure their welfare is promoted. Staff have access to a range of child protection guidance and know who to contact if they have a concern. Updated training has been attended by most staff. There are effective procedures for recruitment and vetting and staff never leave a child alone with anyone who has not had the appropriate checks. Children only come into contact with suitable people. This helps to safeguard them at all times. However, Ofsted has not received details of the manager for this provision, although she is known and has been checked by Ofsted for another group owned by the same organisation. A main risk assessment is carried out regularly and additional daily checks help to minimise any risks to children's safety.

Although the group has only been open for a short time, staff are committed to ongoing improvement and also include the views of the children and the school to evaluate their practice. Resources are generally deployed well as staff extend and improve the range of equipment available for the children. These are easily accessible, activities are planned in advance but children are also able to make choices which helps to develop their independence. All children are included in all activities and practitioners ensure the younger children are included equally as they interact with those who are older. All children are treated as individuals; staff know their specific needs and interests. This helps to ensure their unique learning and welfare needs are met.

The use of self-evaluation is in place and staff are able to identify areas where they feel they need to improve such as the observations and assessment of the early years children, identifying their next steps and using these to lead the planning. The owner and manager have started to evaluate the strengths and weaknesses of the provision. There are plans, developed with the school, to move into a specially designed area for their own use where they will be able to extend the resources and equipment as well as providing children with their own space. The systems in place contribute towards promoting children's welfare and learning needs.

The setting has an excellent working relationship with the school and they work together to ensure all children receive consistency of care and their needs and progress are shared. The partnership with parents is developing. Parents and carers are provided with a good range of written information and have daily opportunities to discuss their children's progress. They feel their children enjoy coming to the club and value the service provided. These partnerships help to support the children's needs and to provide them with continuity of care.

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

The staff support the children as they arrive eagerly after their school day. They encourage children to make decisions about what they want to do. They talk to them easily about their school day and how they are feeling. Children settle quickly to the different activities available to them. Staff support them in their play by explaining how to make their art and craft designs, sitting back to let the children do their own work once they are confident in their own ability. Staff are constantly talking to the children, asking them open ended questions and helping them to develop their imaginations. The children come from a wide range of cultures and backgrounds but each child is afforded the respect and attention they require from all staff and each other. Younger children mix well with the older children, they play happily alongside each other whether involved in art and craft, imaginative play or construction. There is a lot of laughter and talk amongst the children at tea time, they enjoy each other's company and have a great rapport with each other and staff. The relationship between all the children and staff is positive and caring.

There are limited opportunities for children to access a range of books, role-play experiences or resources linked to technology, due to a lack of storage; the group is addressing this as part of their self-evaluation process. Practitioners promote children's independence and problem-solving capabilities, for example, as they access construction activities. They know when to intervene and when to leave them to develop their own play. This helps to ensure that children get the right support in their learning and development. Children enjoy physical activity. They are able to use the school playground and take part in activities such as football. They also enjoy listening and dancing to music, they have access to musical tapes and CDs, as well as DVDs which they like to watch at quiet times.

Staff have yet to develop the written observations and assessments of the younger children. They talk to parents and staff about the children so as to establish their starting point and work to help develop skills where the children need support in the different areas of learning. Weekly written plans offer a range of experiences that cover all areas of learning and within this, staff ensure that children's interests and current abilities are promoted every day.

Children's safety is promoted within the out of school club. For example, they have established their own emergency evacuation procedures after discussion with the school on which exits and outdoor areas are available to them. They have practised these with the children but not often enough to ensure that all children know these procedures, especially those who attend the after school club but attend a different school during the day.

Nutritious options for tea encourage self-selection and include a range of sandwiches, finger vegetables and fruit. On the day of the inspection the children have wraps for which they are able to choose their own fillings; this is followed by pineapple and grapes. Water is always freely available. Children's individual dietary requirements are recorded and respected. The club's policies work in practice in helping children to learn about eating properly and keeping healthy.

Effective behaviour management procedures ensure that children are included and involved in decision-making and learn to develop responsibility. They play cooperatively together and respond well to praise and encouragement. They are able to develop good levels of confidence and 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

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	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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