

Camp Energy After School Club

Inspection report for early years provision

Unique reference number 226262
Inspection date 29/06/2010
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 only from 3.00pm to 6.00pm.

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. Children over eight also attend. There are currently 55 children on roll, of these, five are in the early years age range. There are four members of staff available to work with the children; three hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides good quality care in a friendly and well-organised setting. Activities are thoughtfully planned to reflect the experiences the children have had during the school day and there are a suitable range of resources. The children's needs are well met in this inclusive and environment. Systems of communicating with parents and other settings the children attend are progressing well. Staff are appropriately trained to care for the children and follow a range of policies and procedures to keep children safe and promote their health. There are secure systems in place to check on the effectiveness of the provision and these are used well to highlight areas for improvement. Significant progress has been made since the last inspection and there is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve methods for sharing information with parents about the type of activities provided, routines, food and drinks and policies and procedures, particularly as children first attend
- build on the links with staff at other settings the children attend to provide the best support for individual children and further promote continuity in children's learning experiences
- extend further the range of resources to promote a rich and varied environment.

The effectiveness of leadership and management of the early years provision

The manager and staff team are well qualified, experienced and share a positive attitude to providing a good quality service to children and their parents to meet individual needs. Robust recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Thorough staff induction ensures that all adults working in the setting are fully informed and prepared for their responsibilities to work efficiently. All required policies and procedures are in place to support the smooth day to day running. Staff demonstrate a secure understanding of safeguarding issues and describe clearly how to take appropriate action to report any concerns they have, this is a significant improvement since the last inspection. Risk assessments are completed to ensure potential hazards are kept to a minimum. Children are supervised well to further reduce the likelihood of accidents and staff engage the group in discussions and activities to help them consider safety issues for themselves.

The setting is generally well resourced. The storage and accessibility of toys and equipment has been improved since the previous inspection when it was raised as a recommendation for future development. Storage units on wheels enable children to have free access to a good range of craft materials and a book of photographs of the equipment enables children to make choices from those stored in the larger store room. This has had a beneficial effect in that children now have greater equality of access to what is on offer. The staff plan a range of activities that complement the structure of the school day; children are involved in this process as they make suggestions for future activities and topics. Diversity is acknowledged and promoted well, for example, through a range of festivals reflecting different cultures enabling the children to explore backgrounds, traditions and beliefs other than their own. Boys and girls engage in activities alongside each other, such as, creating flags for teams in the world cup and dressing-up in various football kits.

There is a clear vision for the future of the club and because staff are involved in developing the provision this sense of ownership means they can share their ideas to improve practice. Through self-evaluation and team meetings views are shared and action plans devised to address areas for improvement. An outcome of this is that the setting has made good progress since the last inspection improving safety and outcomes for all children. The setting have gone on to highlight further areas for development, such as, extending the range of toys and resources following an overhaul and identifying further training courses to extend staff skills. The club also take advantage of the local advisory support offered to promote staff development. Staff value feedback from those using the setting, this has been sought through a satisfaction survey for both parents and children, very positive results were received and the club has addressed some of the ideas raised, such as, creating a quieter area for children to relax and read or undertake some homework if they so choose. This demonstrates a positive attitude to continuous improvement. The survey highlighted further areas for development in terms of parent's access to information relating to policies and procedures and details about snacks which continues to be an area for future development from this inspection.

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

Children come into the hall in an orderly way and the organisation means they are all settled securely together before the session starts. Children then quickly engage happily in a range of activities, for example, craft work, games and role play. Children's choice is respected and acknowledged as some request that the evening's football match is put on the large screen. Staff interact with the children in a friendly, yet respectful way which means they promote positive behaviour and attitudes to which the children respond well. Interesting methods are emerging that encourage and reward positive behaviour, for example, a snakes and ladders board has been created by the children, good behaviour results in throwing the dice and moving forwards on the board to reach the end square and the prize of a party for the group. As a group with the staff children create their 'values' which incorporates a list of expectations for behaviour to ensure all remain safe and happy, this helps children to take responsibility for their own actions.

A 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. Learning journeys are created for those in the early years age range and key workers highlight next steps for children to work towards during their play to support their development. Some discussions are held with teaching staff at the schools the children attend to contribute to this system and thus provide greater continuity in children's learning experiences. The children play and co-operate well together, a group take on roles during an imaginative game of hospital play, they share their ideas and describe their football injuries to their doctor friends as bandages and slings are applied. Staff chat to children at their activities and offer suggestions, they listen carefully and pay attention to what the children say. The children's self-confidence is boosted in this way and they are confident to make requests and offer ideas. The children say they are happy in the club and enjoy the activities provided. They are able to make a positive contribution to the club as they make choices about play ideas, future snacks and requests for special treats for the end of term party.

The staff act as positive role models for the children promoting children's understanding of health and safety issues. The tea time snack which is offered, promotes healthy eating and this can consist of wraps, fresh fruit and vegetables, water and juice. Staff are vigilant in ensuring that children keep hydrated and children can access drinking water at any time during the session, this is also taken outdoors during energetic activity. Children benefit from fresh air and exercise during the daily walks from school and outdoor activities, the club are considering how they can maintain outdoor activities in preparation for the winter months. Children learn to take responsibility for their own safety, they apply sun cream and caps before going out to play in the bright sun. Through discussions they offer some sensible suggestions of how they can keep safe at the park or when on holiday, such as, 'staying near the adult taking you', 'using the equipment properly' and using 'sun creams and hats'. The children move about the hall and outdoors

being mindful of others and their confidence indicates they feel safe, settled and secure in the club.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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