

Hedgehogs at Shamblehurst

Inspection report for early years provision

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Inspector

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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

Hedgehogs at Shamblehurst opened in 1997 and organises a breakfast club and an after school club. It is owned by a private company, Extended School Solutions Ltd. The clubs operate from a room and the hall in Shamblehurst Primary School in Hedge End, Southampton. Staff and children are able to use the school outdoor play areas, the courtyard, the toilets and a generous size room for storage. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The breakfast club is open from 8am until 8.45am for five mornings per week, during term time. The after school club is open for five afternoons per week during the school term from 3.15pm until 6pm. This year, arrangements have been made to begin a holiday club which will open from 8am until 6pm for the first three weeks of the school holidays.

A maximum of 26 children under eight years may attend at any one time. There are currently 13 children in the Early Years Foundation Stage on roll and 95 children on roll altogether.

There are five members of staff who are employed to work with the children. The manager and one member of staff have a National Vocational Qualification at level 3. One member of staff is completing his level 3 qualification and another completing a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision is good and the effective systems in place ensure children make good progress. The uniqueness of each child is fully considered by each member of staff. Partnerships with the host school are good and make a positive contribution to the good improvement made by the club since the last inspection. Both aspects highlighted for improvement have been attended to successfully. The capacity for future improvement is good.

What steps need to be taken to improve provision further?

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

- ensure the daily maintenance book to record risk assessments is always kept in the setting.
- ensure that planning for the activities in the outdoor learning environment covers all areas of learning and includes a wider range of physical activities for all of children to increase their understanding of the importance of regular exercise.

The effectiveness of leadership and management of the early years provision

The manager is dedicated to continuing to improve both the breakfast and after school clubs and to ensure that children of all ages, particularly the younger children, are secure and happy. All members of staff respect the children's different backgrounds and have a good understanding of their needs.

Required policies and procedures, including safeguarding, are regularly reviewed and updated including the annual risk assessment which is very thorough and signed and dated. However, the daily maintenance file was not available on the day of the inspection because the manager was updating the contents. Nevertheless, this information was available on line and is thorough. Assistants were observed carrying out risk assessments visually at the beginning of the session.

Assistants are carefully vetted for their suitability and children are well protected. The outdoor environment is checked before the children move outside. The manager and members of staff arrive early and quickly ensure that most of the many resources are carried into the hall from the storage area and are set up before the children arrive.

Members of staff are effectively deployed and have a good understanding of their roles. They work seamlessly as a team and know the children well. The self evaluation form was completed some time ago and the setting has moved forward. The manager and staff have opportunities to evaluate planning and timetables at their four weekly staff meetings. One area identified for improvement by the manager and members of staff is their need for more training to help them deliver the Early Years Foundation Stage with greater confidence.

Partnerships with parents are good. Questionnaires are sent out regularly and it is very clear that parents and the staff enjoy good relationships. One of the parents said, 'The team do a good job. All of us parents would be very much at a loss if it was not for their efforts.' One of the parents was happy to stay for a while in the setting while his children completed his Father's Day cards.

Close and effective liaison with the host school benefits the children well. Teachers of both reception classes escort the children to the club and talk to staff regularly. They discuss any problems the children may have such as finding scissors difficult to manipulate. As a result, the manager ensures there are a number of different types of scissors to ensure the children move forward in their learning.

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

On arrival the children's names are recorded in the register. Children quickly choose what and who they are going to play with from a wide range of resources and activities, such as the role-play area which features dressing up clothes, a

range of kitchen appliances, small prams and dolls. Older children choose to play interactive games and enjoy watching the picture show of photographs of themselves involved in various special days or activities. They can paint or they can work on craft items like cards for special days. A wide range of building materials such as Lego is available. The assistants play floor games and puzzles with the children or encourage them to race small cars along the floor. The children contribute well to the setting when they tidy up the resources at the end of the day.

The manager ensures that the resources available for the children reflect the wide age range, the children's needs and their different backgrounds. Children's welfare is promoted well. The children make good progress and achieve well in the clubs particularly in their personal and social development and these skills will help them in the next phase of their education. Children are happy and their behaviour is first rate. They enjoy excellent relationships with members of staff who show good skills of intervention. Recently, the children nominated the club for a 'Celebration of Play' award locally and wrote about the staff, 'They are there for me and cheer me up if I am feeling sad'.

Healthy snacks are provided for the children including a very wide variety of fruits. The younger children learn from the older ones during snack time how to spread their own butter on the bread although they need help to use a knife to cut the bread into small pieces. Children help themselves to drinks throughout the session.

The outside learning area is distant from the hall and there can be no free flow of activities. After snack time, when children were escorted to the outside learning environment for the first time, several of the older children chose to stay inside the school building while the remainder, including the young children, moved outside. The manager noted the names of the children who were going outside to ensure their safety.

As soon as the children reached the playground, they raced around the playground and the adjoining field in the sunshine with huge enjoyment to release their energy. The older boys played football together with one of the assistants. Several children took over the metal bars arranged at three different heights. They turned somersaults and clambered up to the top bar. One of the young children managed to perform a back flip on the adjacent ropes showing excellent control and coordination. A box of resources was available containing skipping ropes, balls and a large tube for blowing bubbles across the playground.

Although planning for the indoor environment is good and covers all areas of learning, planning for the outdoors lacks this detail and does not ensure that all the children in the club take part in a wide range of physical activities and increase their understanding of the importance of regular exercise.

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	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

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	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