

Rocks and Pebbles @ Brindishe

Inspection report for early years provision

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Inspector

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Setting address

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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

Rocks and Pebbles Out of School Club registered in 2010, it previously operated under different ownership. It is privately owned and operates from Hither Green Primary School and operates a wrap around service for children from the school and the neighbouring Brindishe school. The club operates from two rooms within the school, the family room and the adjoining and larger studio. In addition they have use of the large covered playground directly outside the rooms as well as the rest of the school playgrounds. Toilet and hand-washing facilities are located in the playground close to the rooms used by the clubs.

The club is registered on the Early Years Register and both parts of the Childcare Register and may care for a maximum of 30 children aged between the ages of four and eight years. The provision is open in the term time from 8.00 to 9.00 for breakfast and 3.30 to 6.30 for after school care. A number of children aged eight to 11 years, who are pupils of the two schools, also attend. There are four members of staff employed, including the Manager. All except one member of staff has a relevant qualification and two members of staff are working towards a level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy, engaged and confident in the setting, because staff develop excellent respectful relationships with them. Staff ensure children's individual needs are known and respected; children enjoy a wide range of well planned activities which are effectively supported by staff. The manager of the setting has made substantial progress in leading a team who are providing a high standard of care and education. There are clear policies and procedures which underpin the systems in place to protect children's wellbeing. The setting works closely with the schools children attend and with outside agencies, which promotes consistency and partnership. The process for evaluation is in the formative stage and the views of parents and children are actively sought.

What steps need to be taken to improve provision further?

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

- implement the systems for evidencing self- evaluation
- increase the opportunities for children to access computer systems

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding procedures, and all staff have attended relevant training in this area. All the required documentation that promotes children's health, safety and well-being is effectively maintained. Good use is made of available resources at the setting. Space and equipment is exceptionally well organised and this helps create a dynamic creative environment. Children are involved in activity choices and their confidence and autonomy is promoted well. The environment is conducive to learning and the staff team are skilfully deployed to ensure children benefit from consistent relationships and a high level of individual support. Children are treated with care and with the utmost respect.

Procedures to ensure the welfare of children are meticulous. All staff have been subject to vetting procedures to ensure they are suitable to work with children. They are a strong established team and they have worked at the setting for several years, under the previous ownership. Staff are vigilant in their supervision of the children and the Registered Provider has a robust system in place for recruitment. All children under eight are allocated a key person, who monitors and assures their welfare.

The manager and staff team are highly committed to partnership with parents. They are pro-active in seeking information, for example, through questionnaires and consultation. Parents report they are extremely satisfied with the care and education their children receive and the provision meets the needs of their children very well. Parents cannot praise the setting highly enough and they comment, "the staff are smiley and loving to my child and to me", "I was using the service as a working parent; however my child loves coming so much she comes even when I am not working", "I like the structured activities that are always provided, Staff have a good understanding of each child's background and needs and they plan accordingly to provide a good level of support. Parents are kept well informed on a day-to-day basis through the notice board and discussions on children's departure. Detailed information about children, including their interests are obtained prior to children attending the setting. The setting actively work in partnership with the schools and other providers as appropriate, to ensure children consistently receive optimum support. The Management team and the staff are pro-active in evaluating the provision and taking appropriate steps to ensure resources and the environment is sustainable. They are achieving high standards and are forward thinking in their planning for the future development of the service

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

All children have a keyworker and staff ensure parents are kept informed about their progress or any concerns they may have. Children have excellent relationships with staff and they demonstrate a sense of belonging in the setting. This is enhanced by superior measures in place to ensure their inclusion. Children

are empowered by the interaction of staff, who skillfully respond to them consistently and individually. Children are involved in all aspects of the routine, for example helping to tidy up, choosing resources and helping to make the tea. All staff seize the opportunity to talk to the children and they respond positively and talk about their holidays and the things they like doing. Children have some opportunities to access the computer where measures have been taken to ensure they can access the internet safely. Children take part in substantial activities to help them develop skills for the future, for example cooking, making fruit salad. However it is the ethos of the setting and the high expectations of the children which promotes children's skills in this area substantially and they make significant gains in their learning.

Children are involved in the planning of activities, contributing their ideas and making their needs known. Children's good health is promoted in then setting, for example they are consulted about healthy snack choices and contribute to the menu. Children also have the choice of outdoor play, regardless of the weather and they choose to spend time outside playing with the hoola- hoops. Children have access to fresh water. Food surfaces are kept hygienically clean and children routinely wash their hands before they have snack. This ensures they are protected from cross contamination and infection.

Children enjoy well planned out activities which help them to unwind after a full day at school. Effective staff deployment produces optimum results. All the children are engaged and motivated by the high quality activities provided. The balance of adult led and child initiated play is successfully achieved and staff ensure that the needs of the older children do not dominate those of the children in the early years. Children thoroughly enjoy making a fresh fruit salad, which the children then have for tea and they are creative in their flag making to mark Australia day, The staff know the children and their parents very well and communication between children and staff is excellent. Children are listened to, respected and valued in a setting that is dynamic, stimulating and successful in achieving sucessful outcomes. There is a good sense of fun in the setting and a shared sense of responsibility. Children are empowered, they take responsibility in the setting and as a result they flourish. Children demonstrate exceptionally positive behaviour and extremely good communication and social skills.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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