

Quackers Out of School Club

Inspection report for early years provision

Unique reference number	127475
Inspection date	07/07/2011
Inspector	Narinder Dohel

Setting address	School House, Peel Street, Maidstone, Kent, ME14 2BP
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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

Quackers Out of School Club opened in 1996 and operates from two rooms in a building within the grounds of North Borough Junior School. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Child Care Register. It is situated in the town of Maidstone, Kent. A maximum of 40 children may attend the club at any one time. The club is open each weekday from 8.30am until 6pm during all school holidays and training days. It also operates an after-school provision during school term time between the hours of 3pm until 6pm each week night. All children share access to a secure enclosed outdoor play area. There are currently 90 children aged from four years to 11 years on roll of which five are under five. Children from the host school and two neighbouring schools attend the club. The club currently supports a number of children with learning difficulties and/or disabilities. The club employs nine staff of whom seven, including the manager, hold appropriate early years qualifications. One member of staff is currently studying for an early Years Diploma.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Quackers Out of School Activity Club is a good setting. A real strength of the club is that children of the Early Years age range enjoy having their learning and development needs met in a safe and friendly environment. The recording and evidence of children's progress over time is stronger in some areas of learning than in others. The good quality of relationships ensures that all children enjoy attending and are engaged in the activities provided. The welfare needs of children are met securely. Senior staff review the work of the setting well and devise good action plans to help them improve, showing the setting has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- refine planning and observations so that children's records clearly demonstrate learning and progress in communication and numeracy skills
- ensure that children have access to a wider range of information and communication technology to promote learning about themselves and the wider world

The effectiveness of leadership and management of the early years provision

Safeguarding is taken extremely seriously. All staff have undertaken the local authority safeguarding training and first-aid training and have good contact with

the local authority provider. Policies and procedures are all in place and reviewed. Each child has a designated key worker which ensures that individual needs are met. The manager and committee of members of the club are keen to ensure that the provision and experiences of the children the Early Years Foundation Stage are of a consistently high quality and that children enjoy their time after school. Action plans and activities demonstrate that all staff focus on ensuring the learning and development needs of the youngest children are met well.

There are good systems for planning, observing and monitoring the progress of children and the provision within the club, although some areas of learning are more precisely planned for and documented than others. Parent questionnaires, discussions with children, staff appraisals and external monitoring from the local authority are used effectively to inform improvements. There is a developing understanding of equality and diversity. This has been a focus of improvement and it is evident in the planning of activities that the needs and interests of all children are being met more effectively.

All staff review their practice regularly and contribute to writing the self evaluation form. They are clear about their strengths and areas for improvement as well as the areas which need addressing. These are targeted at improving children's physical, social and emotional development, understanding of equality and diversity, providing quiet areas and appropriate resources for the youngest children. All staff have acted swiftly on the advice offered by the local authority advisor and external welfare and provision audits.

Staff are well deployed to ensure that children have a wide range of experiences each day and over the longer term. Children are asked about what they enjoy and what they would like through a child friendly questionnaire, a suggestion box and the 'I wish fish' display board. Partnerships with parents and carers and external agencies are strong. Information about children's welfare and safety is gathered and exchanged by the play worker who collects the children from the neighbouring schools. Parents and carers also have the opportunity to provide this information when they collect their children. Systems for sharing information with the host school, such as developments in children's learning, are not so well developed. Parents and carers feel that their children are happy and well cared for and enjoy attending the club. They receive newsletters and information about events and activities. There are good opportunities for parents and carers to discuss their child's progress.

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

Children have good self esteem and confidence. They know the routines of the club, access equipment and are sensitively supported by adults to settle into their chosen activities quickly and purposefully. Any new information about children is discussed by staff as children arrive, and between staff and parents and carers. The children in the Early Years Foundation Stage who attend the club clearly enjoy being there. They achieve well and make good progress which is most closely observed and recorded in the areas of personal, social, emotional, physical and creative development. However, observations of communication and numeracy skills are not so detailed.

Staff have developed a good understanding of the Early Years Foundation Stage curriculum and requirements and this is demonstrated through their relationships and quality of conversations with children. A wide range of play based activities and experiences are planned for and staff make regular observations of children's learning and progress. Children benefit from a wide range of art and construction activities, for example one group of children made boats from a range of materials and tested them in water. Staff are committed to providing a warm and welcoming environment in which children say they feel safe. They encourage children to be independent and make choices about their learning and development. Currently, children have insufficient opportunities to use information and communication technology.

Children are very aware of being safe and playing safely, their good behavior is a real strength of the setting and contributes well to its smooth running. They know how to stay safe and learn about road safety and wear visible jackets when walking between schools. Children show knowledge of being healthy demonstrated through posters and plates of healthy options created by the children. Water is available at all times. However, daily snacks do not always provide a healthy option. Children particularly enjoy the outdoor activities such as space hoppers and bats and balls and are creative in their outdoor play.

Children's understanding of equality and diversity is being developed effectively through planned trips to museums and galleries, books and displays about other countries and cultures. The club has also invited visitors to talk about countries such as Australia.

Younger children play confidently together and in mixed-gender groups both indoors and outdoors which means that all children, including those with specific learning needs, can be fully engaged with any activity. For example, during the inspection, younger children played with older children in taking orders for food from the café, pricing items and giving change. Outside they played skillfully in a game of football or tennis. Activities and resources focusing on children's basic skills, means that they are well prepared for the future.

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	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

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