

Foxhayes Playclub

Inspection report for early years provision

Unique reference number	EY368492
Inspection date	17/11/2011
Inspector	Sara Bailey

Setting address	Exwick Heights Primary School, Exwick Lane, EXETER, EX4 2FB
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Type of setting	Childcare - Non-Domestic
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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

Foxhayes Playclub is a committee run out-of-school club, situated at Exwick Heights Primary School, Exwick, Devon. The club uses a designated classroom as its base within the school and has access to other rooms and toilet facilities. It also has use of the school grounds.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for up to 30 children aged from three to eight years. All of whom may be in the early years age range. Children up to the age of 11 years are welcomed. There are currently over 100 children on roll attending on a part time basis, of these 20 are in the early years age range.

The club is open from 8:00am to 9:00am and from 3:00pm to 6:00pm on weekdays in term-time. In school holidays and on inset days, care is provided on weekdays from 8:00am to 6.00pm. There are 11 staff working with the children, nine of whom have appropriate child care qualifications. The joint play leaders hold level 4 and level 3 qualification in play work, five additional staff hold a level 3 in either early years or play work, two staff hold a level 2 qualification and two staff are unqualified. The setting supports children with special education needs and/or disabilities. It also supports children with English as an additional language. Only the after-school club was seen at this inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The playclub have maintained strong continuous improvement since the last inspection and are committed to listening to the views of parents and children to further improve how effectively individual needs are met. Generally, inclusive practice is very well focused. Most documentation is accurately recorded and shared with parents and staff. Children's health is well promoted and most aspects of safety are addressed effectively.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to make choices in their use of outside play to meet their individual needs through the organisation of the session
- improve confidentiality of documentation and that all documents refer to the Early Years Foundation Stage to ensure mixed messages are not given to parents or staff

- increase how often evacuation drills are carried out to ensure all children participate in them to improve their understanding of safety issues
- listen to children's views and act on them even when they do not match adults' views, in particular children's perception of adults shouting.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a high level of commitment to safeguarding children. They attend training and have clear policies and procedures in order to protect children. They have robust systems within the school to escort younger children to the club and continuously head count the children as they go out to play, whilst playing and as they return to the building. Staff escort children to the toilet and monitor parent's collection and signing out. Staff routinely risk assess the setting and address all potential hazards immediately. Therefore the setting is very safe and secure. However, fire evacuation drills are not regular events.

Staff are committed to continuous improvement and regularly attend training and seek both parents and children's feedback to further develop their setting. Their self-evaluation is a true reflection of the inspection findings and some minor weaknesses identified through inspection have already been highlighted by staff as areas for improvement. Staff struggle to find time to attend documenting weaknesses so there are still some references to the National Standards in their operational plan and on some forms rather than the Early Years Foundation Stage, which gives mixed messages to staff or parents.

Partnerships with parents are good with a commitment to accommodating parental wishes and supporting families through crisis. They share information about the setting through a recently updated parent pack, policies, newsletters and notice board. They appropriately record existing injuries, children arrive with but these do not promote confidentiality as there are several per page. Staff have informal discussions with parents about their individual children and some observations of their learning and development are recorded. These are shared with the pre-school staff and teachers of the school but are not linked to the six areas of learning to show children's progress, however staff are working in partnership with school staff to improve this system.

Staff work hard to transform the classroom before each session into a playclub, to make a differentiation for children attending between the school day and having fun. Staff plan a range of inside and outside activities to meet children's individual needs, using their own time to collect leaves and other natural materials to resource craft activities as well as encouraging children to collect during time at the club. Staff do not always meet children's individual needs regarding inside and outside play due to the organisation of the session and staff deployment but do try to have a mix of the two each day, weather permitting.

Staff have identified that there is a difference in girls and boys' choice of activities as they get older and try to accommodate these. They also plan activities to promote diversity and explore other cultures and festivals. They provide additional

staff support for children with special educational needs and/or disabilities to ensure inclusive practice. Staff use sign language to aid communication with all children, including those with English as an additional language.

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

Children thoroughly enjoy their time at the setting. They arrive happy and eager to participate in established routines such as hand washing as they are ready for the snack, which is prepared ready for their arrival. Children enjoy a choice of drinks, toast or bread with a selection of toppings and fruit or raw vegetables. They self select and are independent. Children are excited and interact with each other across all ages as they enjoy the social occasion of snack. They form good positive relationships with staff and their peers, with older children helping and supporting younger children. Their behaviour is good. However, children express that they don't like it when staff shout. This is not a positive role model for children. Staff are unaware that they do shout, unless they are alerting children to a safety issue but show a commitment to driving improving in how they may be perceived by children in looking at behaviour management as a team.

Some children enjoy daily opportunities to play outside whatever the weather, other children are more reluctant but everyone is encouraged to have some fresh air and physical activity if possible. Physical development is also provided inside in the form of skittles and other games. Children are safe and secure inside and outside the building due to effective security and established routines. Children learn about safety through discussions and reminders, such as letting staff know when they use the toilets and leaving with their parents.

Children develop skills for the future through their use of computers, activities linked to the wider world such as Autumn and problem solving in their everyday play with model making. Children are encouraged to help plan activities to meet their individual needs, sharing their ideas for future toys or themes to explore. Children are clearly valued and encouraged to have fun at the setting. They enjoy craft activities such as drawing, colouring or making a collage of pictures of squirrels and hedgehogs in line with their theme, using natural materials such as twigs and leaves.

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