

Silver Fox Care Club

Inspection report for early years provision

Unique reference number EY297684
Inspection date 08/12/2011
Inspector Janet Keeling

Setting address Ravensmead CP Primary School, Chapel Street, Bignall
End, Stoke-on-Trent, Staffordshire, ST7 8QD

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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

Silver Fox Care Club opened in 2005. The setting is privately run and operates from the main school hall and designated classrooms at Ravensmead Primary School in Stoke-on-Trent, Staffordshire. Children have access to an enclosed, outdoor, play area. The setting serves children and families from the local and surrounding areas.

A maximum of 40 children from three years to under eight years may attend the setting at any one time. There are currently 52 children on roll, of whom, 16 are within the early years age group. Children attend for a variety of sessions. The setting opens Monday to Friday during term time only. Sessions are from 7.30am to 9am and from 3.15pm to 6pm.

The setting has procedures in place to support children with special educational needs and/or disabilities, and is able to support children for whom English is an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 10 members of staff who work directly with the children. Of these, seven hold National Vocational Qualifications (NVQs) at level 3 and three hold NVQs at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are enthusiastic and work well together as a team to provide a range of stimulating and enjoyable activities. They strive to offer a welcoming and inclusive service, where all children are valued and respected as individuals. Children share warm and friendly relationships with staff and their peers, and as a result, they are clearly happy and enjoy their time at the setting. Effective partnerships with parents and the host school have been established, ensuring continuity of care for all children. Most policies and procedures are in place and implemented effectively to safeguard and promote children's welfare. All staff demonstrate a positive commitment towards the sustained and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- improve the two way flow of information with parents by ensuring that parent confidentiality is respected at all times when completing medication records
- improve systems for observing and monitoring each child's achievements and interests and use information gained to support their individual needs.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding children. Effective recruitment and vetting procedures are implemented, ensuring that children are cared for by suitable adults. All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Written fire procedures are displayed and staff ensure that regular fire drills are completed. Staff have a good understanding of health and safety issues and have written policies and procedures in place to support their practice. Staff are aware of respecting confidentiality, however, they do not ensure that confidentiality is routinely followed when obtaining parents' signatures on medication records. Risk assessments and daily safety checks are completed to ensure that potential hazards to children are minimised. The deployment of resources is good. For example, staff are effectively deployed to support the children's care, safety and well-being and make good use of the available space, despite using shared facilities.

Staff are enthusiastic and work well together as a team. They provide an inclusive service where every child is fully included in the life of the setting. Staff warmly interact with the children during play and respond to their individual needs, and as a result, children feel safe and secure. Staff have a good understanding of their roles and responsibilities, and have addressed the recommendations made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. For example, through their self-evaluation system and feedback from parents they monitor and evaluate the quality of the service. Staff have a good range of skills and strive to develop their own knowledge by attending training courses. As a result, children's care and well-being are further enhanced.

Partnerships with parents and carers are good. Parents are warmly welcomed by staff and clearly feel very comfortable within the setting. Parents speak highly of the setting and are confident that their children are happy and kept safe. Parents also commented on the welcoming and lively atmosphere and said that staff were friendly, approachable and helpful. The informal exchange of information between staff and parents at the start and end of each day ensures that children's changing needs are met. A parents' notice board ensures that parents and carers have access to information about the running of the setting. For example, their registration and public liability insurance certificates are displayed while their policies and procedures are made accessible to parents at each session. The manager and staff have developed meaningful partnerships with other early years professionals at the host school, ensuring continuity of care for all children.

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

Children benefit from a welcoming environment and from the staff's caring and friendly manner. Staff spend quality time interacting and supporting children as they play. On admission to the setting all required documentation is completed which records children's individual needs, ensuring that children are cared for according to their parents' wishes. All children are valued and treated with equal concern, with any specific requirements being met sensitively through discussion with parents. Planning is flexible and includes a good variety of activities which ensure that all six areas of learning are covered. However, systems to observe and monitor children's achievements and interests are less well developed. An effective 'buddy' system has been implemented, which ensures that new children attending the setting are fully supported during their initial sessions. Comments from children during the inspection included, 'we are happy at the setting', 'we feel safe' and 'we enjoy playing with our friends'. Their contributions within the setting are fully recognised and their sense of belonging is fostered well. For example, children help to review the setting's rules and use the suggestions box to put forward ideas for new equipment and resources.

On arrival at the setting children receive a very warm welcome from staff who are genuinely interested in their day's news. Children are familiar with the daily routine, and on arrival they put away their coats and bags and chat eagerly to their friends. They engage in a wide range of activities that have been put out in readiness for their arrival. Children are fully aware of what resources are available within the setting and confidently ask staff for equipment during the session. Children are encouraged to make decisions about their own play and to follow their own interests. For example, one group of children excitedly make beaded bracelets while other groups explore the wooden train track, role play equipment and design and build with bricks. At the creative table children share ideas about making Christmas stockings, cards and present boxes. They skilfully use scissors and access a range of resources to decorate their creations. Children are very proud of their own achievements and take pride in showing staff and visitors their lovely work. There is enormous excitement towards the end of the session as the children sit together and take turns to take a name out of the hat. There is great delight as each child's name is called as this means it is their turn to open a number on the advent calendar and enjoy a chocolate shape. Children enjoy being in the fresh air and thoroughly enjoy physical play opportunities. They engage in games, such as football, basketball and hide and seek. They also access bats, balls and skipping ropes and enjoy the challenges of the fixed play equipment in the school grounds.

Children's behaviour is good. They are polite, well mannered and show concern for each other as they play and interact together. They develop meaningful friendships with each other and show high levels of confidence and self-esteem in their interactions with adults. They respond positively to staff expectations, such as helping to tidy away equipment and listening to staff's instructions. Children learn to value their own and other cultures as they access toys and resources that are representative of diversity and as they celebrate festivals throughout the year. They have a good understanding of personal hygiene and develop good habits,

such as hand washing before snacks. Healthy eating is promoted and staff encourage children to take part in physical activities each day. Drinking water is available to the children throughout the session, ensuring they remain hydrated. They develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. They are reminded about how to keep themselves safe while playing with equipment, take part in discussions and activities to reinforce their understanding of stranger danger and engage in regular fire evacuation drills.

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