

J Pac Willow Farm After School and Holiday Club

Inspection report for early years provision

Unique reference number	258607
Inspection date	22/03/2012
Inspector	Dianne Sadler
Setting address	Willow Farm Primary School, Willow Lane, Gedling, NOTTINGHAM, NG4 4BN
Telephone number	01302 711443
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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

J Pac Willow Farm After School and Holiday Club opened in April 2001. The club is privately owned and operates from Willow Farm Primary School in the village of Gedling on the outskirts of Nottingham. Children attend from the local and surrounding areas.

The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the club at any one time. Currently, 101 children attend the club in total, of which five are within the early years age group. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club is open each weekday from 3.30pm to 6pm during school term times. During the school holidays the club is open each weekday from 8am to 6pm. Closing only for main bank holidays. All children share access to a secure enclosed outdoor play area.

The club employs five members of staff, including the managers. All staff hold appropriate early years qualifications. One member of staff is a qualified teacher, and another is a qualified sports coach. The club receives support from the Nottinghamshire Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very well settled in an inclusive, friendly environment which is relaxed and stimulating. A key person system is in place to ensure that children's individual welfare needs are fully understood and met and processes are being developed to support children's learning effectively. The management team has a clear vision for the club and use self-evaluation effectively as a tool to identify a number of areas for further development. Very strong relationships are developed with parents and the primary school from which the club operates. All policies and procedures are effective in practice and most of the required information is obtained from parents to support children's care, however, one welfare requirement is not met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the following information is recorded for each child: the name and address of every parent and carer who is known to the provider and which of these parents or carers the child normally lives with (Documentation).

06/04/2012

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

- improve the observation and assessment system to ensure each individual child makes the best possible progress towards all the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. The staff have a strong knowledge of child protection issues and have developed a well-written child protection policy which is shared with parents. All adults receive training in this area and are confident about their responsibility to protect children from harm and neglect. Children are further safeguarded by the settings robust recruitment, vetting and induction procedures. These help to ensure children are cared for by suitable staff who are enthusiastic and committed to improving their practice. The club is vigilant about safety issues. A comprehensive risk assessment ensures all potential hazards are minimised and all areas of the premises, including the outdoors, is safe for children to access. The club obtains permissions from parents for all practice. However, the name and address of every parent and carer known to the provider is not recorded which is a breach of a welfare requirement and compromises children's welfare.

All staff and managers have a very clear vision for the development of the club. A very clear, well-written self evaluation document is in place which informs an additional Action Plan. Views from all staff, parents and children have been included in identifying the areas for future improvement. The club aims to purchase new equipment in line with children's particular interests, continue to develop the behaviour management procedures, develop further the system for observation and assessment and continue to develop children's awareness of different cultures.

The staff have a very good awareness of children's individual needs and interests and provide a warm and inviting environment which fosters children's sense of well-being. Very good use is made of the space available and the stimulating range of good quality resources. This ensures children are very well motivated and eager to learn through play. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity, through well-planned activities and experiences. For example, children learn about Chinese New Year and make a Chinese coin tree to take home. Effective systems are in place to support children with special educational needs and children with English as an additional language. They receive very good support and fully contribute within the setting.

The club works very closely with parents and offers an inclusive service to ensure each child gets the support they need to settle and fully contribute. Parents receive good quality information about the provision which include all written policies. Communication is further enhanced by the introduction of an e-newsletter sent to parents each term. Parents are well informed about planning for children's learning

which is displayed. Effective systems such as a scrap book entitled 'Our memories' shares photos of children at play which parents can easily access. Parents show complete satisfaction with the service which is detailed in written questionnaires completed on a regular basis. They comment on staff that are committed, conscientious, and go the extra mile. They state that children enjoy attending. Children who attend the primary school from which the club operates benefit from the close links developed by the manager with the Foundation Stage teacher. Regular sharing of information with regards to planned activities and children's individual learning ensures continuity of care and learning. However, this practice is not consistent with other schools some children attend.

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

Children have superb opportunities to develop their understanding of how to lead a healthy lifestyle. Excellent use is made of the large outdoor play areas to extend children's learning and to access regular fresh air and exercise. Children can choose to play outside throughout the session and all areas of their learning are promoted. Children have some involvement in planning and express enthusiasm for playing inter-active games such as tennis, rounders and cricket. They thoroughly enjoy exploring items such as a parachute outdoors which they decide to use as a den. Children also enjoy accessing craft activities outdoors such as painting and drawing at large wooden tables. They benefit from constant reminders provided by adults to ensure their well-being. For instance, they are told to drink plenty of water on hot days to keep themselves well-hydrated.

Children develop a very good awareness of their personal safety because staff constantly remind them of the rules and ask questions which challenges their thinking. For instance, at registration children are asked what they do if the ball goes into the car park, they consider the question and answer with confidence. This also develops their very good communication and language skills. At this time they sit and concentrate very well. They politely answer when their name is called and count how many children are present. This develops their skills in problem solving, reasoning and numeracy.

Children are enthusiastic learners and thoroughly enjoy a stimulating range of well-planned activities which develop the skills they need for their future success. Staff observe children's learning and record the information in their development folders organised within each of the six areas of learning. The information is used to identify children's learning priorities. However, children's learning is not assessed towards all the early learning goals. Therefore the progress children make is not fully maximised.

Children thoroughly enjoy a sociable teatime. They make excellent choices at this time from healthy and nutritious foods that are offered. For example, they choose from beans on toast, cream cheese with crackers with plenty of salad items and fruit. They develop their physical skills as they use utensils such as forks and knives very well and are given lots of praise and encouragement for their very

good manners. An effective reward system is used to promote children's good behaviour. Children receive stickers for good behaviour such as explaining the use of a compost heap to other children and for tidying up. They collect stickers which eventually earns them a bronze, silver or gold certificate. This successfully develops their very good self-esteem and confidence.

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	1
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