

# FISH Alphington

Alphington Combined School, Wheatsheaf Way, EXETER, EX2 8RQ

## Inspection date

Previous inspection date

04/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children's self-esteem is fostered well as staff provide good support to enable children to achieve their goals and revel in their achievement.
- Children are happy, content and play well together, and have formed good relationships with staff.
- Staff plan activities around children interests, providing children with a range of toys and fun activities.
- Children benefit from regular fresh air and physical exercise as good use is made of the available facilities outdoors.

### It is not yet outstanding because

- The organisation of the outdoor facilities lacks opportunities for children to engage in quiet activities such as art and craft or looking at books, if they choose.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed processes of collection of children and activities both indoors and outside.
- The inspector held meeting with the owners and management to assess suitability of staff, qualifications and their knowledge and understanding of the Early Years Foundation Stage requirements.
- The inspector looked at planning documents.
- The inspector took account of the views of parents.

## Inspector

Sara Frost

## Full Report

### Information about the setting

FISH Alphington registered in 2012 and is one of eight privately owned after school clubs. It operates from Alphington Combined Primary School in Exeter, Devon. Children have access to various classrooms and an enclosed outdoor play area.

FISH Alphington is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll in the early years age group. The club supports children with special educational needs and/or disabilities.

It is open each weekday during school term times from 7.45am to 8.45am and from 3.15pm to 6pm. The club opens each weekday during school holiday periods from 8am to 6pm.. There are five members of staff employed to work with the children. They all hold a relevant qualification in Early years or play work.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide opportunities for children to access quieter activities when using the outdoor environment.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are happy and settled at the club because staff plan activities they know children will enjoy. This is because staff spend time throughout the session talking with the children about their interests and what they like doing and use this information to plan the sessions. For example, children showed great delight that they can make 'gloop' with cornflour and water. As a result, most children are engaged in the activities provided. Staff plan a range of activities which focus on promoting children's personal, social and emotional development, promoting communication, healthy lifestyles and children's creativity. This successfully compliments what children are learning in school.

Staff have introduced an 'all about me' booklet, which they give to parents before children start to gain additional information such as children's needs, preferences and interests. Staff complete a summary assessment each term from the observations they have completed on children. This information is shared with the classroom teachers and then with the child's parents, who are invited to add their own comments before they are

returned. Using this information staff are able identify and support children's next steps of learning.

Staff organise the base room used for the club, prior to collecting children from the classrooms. As a result, staff give children their full attention as they enter the area engaging in conversations and asking questions about their day, home life. Showing the children that staff are genuinely interested in what they have to say. Children readily become involved in the activities available, and seek out many more resources to develop their play further. The clapping of hands in rhythmic patterns successfully gains children's attention as they stop what they are doing and clap the same pattern back. As a result, staff can talk to the whole group without having to raise noise levels in the room. A recent project has involved children learning about how babies are born. Children have taken an interest in a member of staff's pregnancy, and displays show scan pictures, and information about how the baby grows and develops. Staff help children to understand the size of the unborn baby by using types of fruit. Charts show children have made guesses about the date the baby will be born and whether it will be a boy or girl. At registration, children are eager to demonstrate their knowledge of other languages as they say 'hello' in Welsh, French and Italian. Some staff at the club also work in the school. Consequently, children see a familiar face, which helps them to move comfortably between the two.

### **The contribution of the early years provision to the well-being of children**

Children have developed a warm and trusting relationship with staff. They enjoy pretending to 'hide' as staff collect children from their respective classrooms. Children giggle as staff join in their game by looking around to find them. The club's key person system ensures all children in the early years age group is allocated a member of staff. This helps younger children settle, because their key person is present when they attend. From making their own choices in play to choosing from their own toppings at snack time, children are encouraged to develop their independence.

Children learn about keeping themselves safe they use sun cream and wear sun hats before going outside to play. Staff help children in keeping safe as they encourage them to remember the rules about playing outdoors. For example, children know if they want to go in the enclosed pond area, they need to go with an adult. Staff promote children's healthy life styles as they encourage children to take drinks of water outdoors and suggest children have a drink to quench their thirst after they have been running around outdoors. This helps children develop an understanding of their own self-care.

Children make good use of the play spaces available to them enjoying the wide range of resources available. They enjoy a range of physical exercise and benefit from using the outdoor area regularly. Staff and children take part in various group games such as 'smelly onions' and 'smelly feet' which helps children to take turns and develop their listening skills as staff explain the rules. Staff successfully reassure and support children to take part. However, the organisation of the outdoor provision does not consider those children who may prefer not actively be involved, and would prefer quieter activities outside.

Staff successfully encourage children's self-confidence and praise their achievements. For instance, children are supported as they climb over the scramble net for the first time. Children's sense of achievement is acknowledged through reward stickers and 'wow' stars. Children's behaviour is good. Staff are very good role models and children demonstrate a good understanding of rules. The club operates a 'buddy' system where older children help to look after new children. Children play well together in harmony.

### **The effectiveness of the leadership and management of the early years provision**

The owners, management team and staff have a good understanding of their roles and responsibilities. They have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage Framework. They have a clear knowledge of the correct procedures to follow should they have a concern about any child's welfare. Clear policies and procedures are in place to support good practice. Management provide opportunities for all staff to regularly attend training to keep their knowledge up to date.

Clear and robust recruitment procedures are in place to assess the suitability of the adults working with the children. The management team regularly supervise and appraise their staff to help them to monitor their staff's practice and identify any training needs.

Further safeguarding practices are in place as staff record clear information from parents about their child's specific details. As a result, staff reduce the risk to children's health of any known allergies. They use this information to double check prior to administering sun cream, or preparation of snack.

The new owners and management teams enthusiasm is demonstrated as they drive to promote continuous improvement in the quality of care and learning for the children. Since taking over they have introduced 'all about me' booklets, to encourage partnerships between parents, school and club to promote children's development. They have developed the planning to incorporate children's interests and evaluation of activities. The new owners value and act upon parents' views and suggestions. Security to the club area itself is well monitored, further safeguarding children. Management have produced parent questionnaires planned for imminent distribution. Management collate results from questionnaires for all clubs, using graphs to show and identify good practices and areas for further improvement. Once collated these are shared with all parents. Parents shared their views during the inspection. They stated they are 'happy with the club' 'how the buddy system helped their child to settle' and that 'staff are friendly and helpful'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY456090
<b>Local authority</b>	Devon
<b>Inspection number</b>	895157
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Fun in School Holidays (FISH) Partnership
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	08445618847

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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