

Smartys School Club

Inspection report for early years provision

Unique reference number 218364
Inspection date 10/07/2009
Inspector David Shepherd

Setting address Pirehill First School, Tilling Drive, Walton, Stone,
Staffordshire, ST15 0AA

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Smartys School Club opened in 1998. It operates from the hall in Pirehill First School in Stone, Staffordshire. It also uses a classroom for children over the age of eight years. All children share access to a secure enclosed outdoor play area that consists of two school playgrounds, school field and trim trail. Disabled access is through the front and rear doors. A maximum of 40 children may attend the club at any one time. There are 78 children on roll, of whom four are of Early Years Foundation Stage age. The club is open each week day from 07.30 to 09.00 and 15.30 to 18.00 during school term times and 07.30 to 18.00 during school holidays. Children come from the local area. The club supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Eleven staff work at the club and they are appropriately qualified overall. Links with the two first schools and neighbouring middle school where most children attend are good. The club has good links with the local authority. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Provision is good at Smartys School Club. It meets the welfare and learning development needs of children of Early Years Foundation Stage age well. The club is a happy place and children enjoy the activities provided for them. The staff know the children well and ensure that all of them are fully included, engaged in and enjoy their activities. The owner, manager and staff review their work at the end of sessions and in meetings and have a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- assess and record the progress in the six areas of learning made by children of Early Years Foundation Stage age
- encourage children to develop independence by serving each other during snack time.

The leadership and management of the early years provision

The owner, manager and staff have developed a wide range of policies that ensure the efficient management of the club and the children's safety and well-being. Staff are appropriately qualified with more than half having early years qualifications. Staff have been on recent training, all staff have a paediatric first aid certificate and are Criminal Records Bureau checked.

Staff are deployed effectively. Key workers know children of Early Years

Foundation Stage age well. All staff work and play effectively with the children to ensure they receive enjoyable and challenging learning experiences. Older children aged five to eight years carry out their activities in a classroom leaving younger children more space for their activities in the school hall. This arrangement works well.

Staff are reflective and review their practice at the end of each session. They meet at least monthly. They use these sessions to review what has gone well or not so well and to plan for future sessions. Planning is of good quality, and is closely linked to that of the pre-school. Senior staff from each of the five settings run by the owner meet weekly to discuss any common issues that have arisen in the different settings. These meetings are successful in ensuring continued improvements in provision. Senior staff have begun to use the national guidance on self-evaluation to review all aspects of provision for children of Early Years Foundation Stage age. The capacity to improve further is good. Administrative tasks are carried out efficiently.

The accommodation is spacious and in good condition. It includes associated facilities, including the school kitchen and a toilet for the disabled. It is well-maintained and provides a stimulating environment. The school playgrounds and field are extensive and include a trim trail. Good use is made of the outdoor provision to promote children's physical development and healthy lifestyles.

The partnership with parents is satisfactory. Parents have access to all policies, including the complaints procedure. They receive newsletters informing them of events at the club and know the activities that take place each day. They complete a registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary.

The after school club has implemented effectively the recommendation from the previous report.

The quality and standards of the early years provision

Children are developing good social habits and behave well. They form good relationships with all staff and want to please them. They get on well with each other. Older children include the younger ones in their activities and this enriches the provision for these children. All this helps to make them good early learners well prepared for their schooling. Although children serve each other at times during snack time, this practice is not consistent to help children of all ages to develop their skills of independence. Children walk, run around and play in sensible and orderly ways. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. The club is a happy and welcoming place and provides a secure and enjoyable environment for all children, including those of Early Years Foundation Stage age.

Children feel safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. Risk assessments are carried out systematically for inside and outside activities. Daily risk assessments checking

on any damage that might have occurred the previous day to furniture, equipment and toys also take place, these help to keep children safe and free from the risk of careless and unnecessary accidents.

Good emphasis is placed upon children washing their hands before having their tea. The tables are wiped with anti-bacterial spray before and after snack time to prevent the spread of infections. The floor is also swept after snack time to clear away any particles of food that may have been dropped. Snacks are generally healthy with cheese, ham, cucumber and a range of fruit available. On the day of the inspection, snacks were the children's choice and consisted of lemon curd and chocolate sandwiches as well as fruit. Water is available at any time. Children play outside in the fresh air any time they wish to do so and this promotes their good health and physical development.

Children take part eagerly in and clearly enjoy their activities. During the inspection, this included chatting to each other in small groups playing 'Connect 4', using the game console, playing with a wide range of small toys, building models with different construction kits, making models and cutting out letters with playdough, creative play with a model garage and castle and painting. Evidence from around the room indicates that children have opportunities to read in a quiet area, play board games, construct jigsaws, play table top football, chess, listen to music and dress up and play creatively. Children do not have enough opportunities to develop their computer skills because the club does not have a computer for children to use. Outside activities include opportunities for children to play a variety of ball games, including tennis, basketball and football and climbing and balancing on the trim trail. All areas of the Early Years Foundation Stage provision are provided over time. However, the progress made by children of Early Years foundation Stage age is not assessed and recorded so staff and parents do not know how much progress these children are making.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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