

Re:play@Skyswood

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Re:Play @ Skyswood is one of two after school registered provisions in St. Albans which is owned and managed by the proprietor. It was registered in February 2009 and operates from Skyswood Primary School in the Marshalswick area of St. Albans, Hertfordshire. Children attend from the host school and from St. John Fisher RC Primary School where a breakfast club operates between 7:30am and 8:50am each day but is not registered with Ofsted. Re:Play @ Skyswood have use of the school dining room, library and computer suite alongside designated school outside areas and occasional use of the school hall. It is open each weekday from 3:15pm to 6:15pm term-time only and a nearby partner setting operates during the school holidays.

Re:Play @ Skyswood is registered to care for a maximum of 40 children under eight years at any one time, all of whom may be in the early years age range. There are currently five children aged from four to the end of the Early Years Foundation Stage on roll, with varying attendance patterns. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are four members of staff including the manager, two of whom hold appropriate early years or play work qualifications to at least NVQ Level 4. Two members of staff are working towards qualifications in either play work or childcare learning and development. Staff from the nearby partner setting are also available to cover contingencies and staff absences.

The setting supports children with special educational needs and disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has a proactive approach and provides effectively for children; valuing and respecting them as unique individuals. The safe, supportive and stimulating environment provides children with good opportunities to make progress. Children make many decisions and choices, and procedures ensure children's health overall. Safeguarding arrangements are effective and there are positive relationships with parents/carers and partner settings with some focus on children's learning and development. The setting shows a high level of commitment to continuous improvement and has a range of strategies to self-evaluate and accurately identify strengths and weaknesses of the provision.

What steps need to be taken to improve provision further?

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

- develop further the provision of healthy meals, extending opportunities for

children to know about and choose healthy options and to further support children's choices to initiate independent hand washing, eat according to their natural rhythm and choose when to be active outdoors

- develop further systems when children attend several settings to ensure that practitioners from each setting (and parents) regularly share the children's development and learning records.

The effectiveness of leadership and management of the early years provision

Robust steps are taken to safeguard children and include clearly defined recruitment, vetting and monitoring procedures. The enthusiastic and committed staff team show a strong commitment to training; all have attended core training courses in safeguarding and first aid alongside various individual courses thereby ensuring they can effectively promote children's welfare, safety and good behaviour. Records, policies and procedures are well organised overall and are clearly understood which helps the setting run smoothly every day. Risk assessments work well to manage safety, and staff, who are vigilant, have clearly defined roles and responsibilities and follow a daily plan to check the safety and ensure that furniture, equipment and toys in the indoor and outdoor areas are suitable and stimulating. Procedures ensure that children are collected safely from their schools and staff are effectively deployed to ensure that children are well supported and their needs met from the moment the setting opens.

The strength of links with partner schools delivering the Early Years Foundation Stage (EYFS) vary although the setting has begun to liaise with the host school to promote continuity of learning and plans complimentary activities that are fun and encompass children's ideas. Assessment records are in development and children enjoy taking ownership of these although parents and partner schools are not yet involved, therefore progress cannot be fully monitored from all perspectives. However, there are very positive relationships with parents, carers and staff from partner settings overall. Views are actively sought through parent questionnaires and school review meetings. Feedback indicates a high level of satisfaction. A wide range of good quality information is provided to support children's welfare and promote continuity of care. Parents are involved in children's learning through informal feedback at the end of each session when they discuss activities children have enjoyed. There are shared behaviour strategies that are discussed and reinforced through newsletters, and records of children's starting points are effectively used for settling-in children and helping staff to get to know the children well and meet their individual needs and preferences.

There is a strong drive towards continuous improvement underpinned by the manager who is passionate about good quality care and carefully monitors all aspects of the provision, using a range of strategies and her experience as an NVQ assessor. For example, during a safety review, each staff member independently evaluates the methods used to help children feel safe and attends team meetings to share evaluations and discuss aspects for improvement. Parents are beginning to be involved in self-evaluation through questionnaires and the host school participates through review meetings. Consequently, many documents and

strategies feed into the self-evaluation process and give a good understanding of the strengths of the provision and valuable aspects to improve.

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

Children are at ease and confident in the setting and are making good progress in their learning and development. They relish their time at the club and after a warm and personal collection from school, they enjoy the one-to-one attention and genuine bonds with key workers as they are welcomed and supported throughout the session according to their individual needs. New children are well prepared for the transition between school and the club as staff initially arrange for parents to bring them for shorter sessions. Staff purposefully arrange a 'buddy' system for new children which provides reassurance and promotes confidence. Children settle quickly as some become involved in completing the register, or can choose from a wide range of activities. Staff show a real interest in children's conversations and ask open ended questions which helps children become confident in sharing thoughts and ideas as they talk about ice packs in lunch boxes. Children enjoy the social atmosphere and older children are encouraged to support younger children as they play matching card games, identifying similarities and differences. Young children are confident to explain rules of the game to staff who recognise and facilitate when support is needed. The ethos of mutual respect throughout the setting ensures that children attending from different schools play harmoniously, behave well, join in, cooperate and have fun. Steps are taken to ensure that children with any learning difficulties and/or disabilities have full access to the range of activities on offer. Children are aware of sanctions that are occasionally used to support their behaviour and comment that they rarely go in the tent used to help them 'cool off'. Children enjoy receiving reward stickers and say that it is managed fairly when adults choose the 'stars of the day' at the short circle time that works well for the majority of children.

Children feel safe and are actively contributing to setting rules for their safety and enjoyment. For example, the youngest children are collected from nursery early, information is effectively exchanged and all children wear high visibility safety jackets with club logo. As a small group of children begin pleasurably climbing on chairs, staff are vigilant and engage them in conversation about their safety. Children are subsequently empowered to recognise that climbing might not be safe which results in them taking control themselves, climbing down from the chairs and developing an understanding of dangers in a practical way.

Adults determine the timing of snacks and ensure that hand washing is consistent by prompting and overseeing designated group hand washing although procedures reduce opportunities for children to initiate the process independently and eat when they are hungry. Children enjoy selecting from the range of breads and toppings at a self-service table and are well supported by a designated member of staff if they need help to butter bread or make choices. Some fruit options are available although many children select processed foods with high sugar content and are not yet fully encouraged to know about and choose healthy options. Snack time is a social occasion and an opportunity for key-workers to encourage groups

of children to contribute their ideas to planning and influence future activities. Children confidently make suggestions such as 'super hero masks and outfits' which are well recorded and build on the host school themes, thus promoting continuity of learning and taking account of children's needs and interests. Children's physical health and development is encouraged through timetabled outdoor play although those who go home early have less time to enjoy the stimulating and challenging physical activities such as balancing logs and obstacle courses. Children's knowledge about the natural world is developed as they observe and handle insects during their play. Children can choose to continue activities inside and less active children enjoy a shaded area in the fresh air, completing quiet activities with staff.

A good range of toys are set out for children before they arrive, therefore children can choose games and activities that support their learning and development and are thoroughly engaged and occupied throughout the session. They have access to a wide selection of books, games, craft materials and information technology, and can ask for additional resources as required. Children can work independently, and think critically and creatively as they initiate games, stacking large soft cubes on top of one another and trying to predict where a 'slinky' spring will land when it descends. Those who enjoy paper folding, pass-on their enthusiasm to others and share in the design, making and flying of paper aeroplanes, exclaiming 'I'm brilliant at these'. Books are sought to extend children's interests and staff encourage children to share their knowledge with others who are interested, therefore they delight in explaining the 'secret bits' that make up the aeroplane design. Children enjoy sharing their achievements with staff as they excitedly ask 'did you see that?'.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
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