

Cabin After School Club

Inspection report for early years provision

Unique reference number EY280042
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Inspector Bridget Copson

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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).

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

Cabin After School Club was registered in 2004. It is run by the Bath Y.M.C.A who also run other groups in the city. The club operates from a detached, single story building in the grounds of Newbridge Junior School, Bath. The club has sole use of the building after school hours and children have access to the toilets in the adjacent school building. Children have access to an indoor play area and school play areas for outdoor play.

A maximum of 20 children aged from four to under eight years may attend the club at any one time, all of whom may be in the early years age group. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open every weekday, term time only, from 03.00pm until 06.00pm. There are currently 22 children on roll in the early years age group, as well as children over eight years.

The club employs four members of staff, most of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well through effective team work and successful links with parents and other carers. Children's development is planned and promoted successfully, and their interests supported well, although their next steps of learning are not always prioritised clearly. They benefit from a safe and fun environment, although not everything children come into contact with is assessed thoroughly. Children are developing an excellent sense of self and are fully included in all aspects of the provision. As a result, children are making good progress through the Early Years Foundation Stage. The setting is committed to development and has made good progress in improving outcomes for children since the last inspection.

What steps need to be taken to improve provision further?

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

- develop the risk assessments further to include anything children may come into contact with in all areas of the provision
- make better use of the observational assessments to prioritise children's next steps of learning to encourage them to fulfil their potential in all areas.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who have effective systems in place to assure their safety and well-being. Thorough employment and vetting procedures are carried out to ensure all staff are suitable. This is followed by an induction programme and annual appraisals to assure on-going suitability. Risk assessments, fire practices and daily health and safety checklists maintain good standards of health and safety. However, the annual risk assessment does not include everything children come into contact with in the areas they use. Staff have a clear knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

Staff work efficiently as a team to meet children's needs. They prepare a warm and welcoming environment for children's arrival. Throughout the session staff interact with interest and enthusiasm, sharing children's jokes, laughing with them and linking up with those on their own to actively include them. As a result, children are all fully involved and enjoy attending their club. Children behave well and are learning about the needs and feelings of others. Staff promote positive attitudes well through listening to children and respecting their views, presenting as good role models and offering consistent messages. They implement timed turn taking to ensure all children are included fairly in the more popular activities. Children are involved in developing the club's rules and expectations of how they would like to be treated. Children are developing an excellent awareness of diversity and a respect for others. They learn about the lives and beliefs of others from around the world through making displays of places people have visited. They meet regular international student volunteers who share their culture and lifestyles with the club. Staff are members of a lending library which provides resources promoting diversity, inclusion and equality for children under eight.

The group has not developed a self-evaluation form. However, they have other successful systems for monitoring and evaluating the quality of provision. These include staff meetings and evaluating the activities. The managers obtain the views of staff, children and parents and use this information to inform all future plans. The support and advice from the local authority is welcomed and any recommendations addressed.

Staff have established good partnerships with parents who are provided with clear information to support them in making an informed choice. Parents provide staff with information regarding their child's needs and preferences to promote consistency. Parents are kept well informed through notice boards, displays, newsletters and daily communication. They are encouraged to get involved through completing questionnaires and their suggestions are acted upon. Successful links are established with the site school from which children all attend. This ensures activities are complementary to promote continuity and progression within the Early Years Foundation Stage for that group of children.

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

Children enjoy a good balance of play provision and activities within an enabling environment. This allows them space to play unhindered and to access toys easily to promote independent play. Staff have a secure understanding of the Early Years Foundation Stage, which they use to plan and promote fun and active sessions whilst also supporting children's learning and development successfully. Children's interests and ideas are valued and included when planning activities and sourcing resources. Key persons monitor and assess children's progress through observing and interacting in their play and keeping simple written records of their observations. They know the children well and promote progress through extending challenges and encouraging children to think critically. However, information is not used to prioritise their next steps in learning to encourage them to fulfil their potential.

Children arrive happy and energetic from school. They settle in quickly, linking up with friends, choosing toys and suggesting their own ideas for activities. They remain active and involved, focussing well in their play throughout the session. Children's communication, language and literacy are developing well. They express themselves confidently. They share their news from home and school on arrival and during the sociable snack time, tell others what they are making and share their ideas. Children mark make purposefully in creative activities, making notices to display, naming their work and chalking on the path outside. They enjoy books which they curl up to read in the cosy quiet area.

Children use their imaginations well. For example, they create freely with many different resources, they role play with small world activities and build with constructional sets. Children count in their play and demonstrate their knowledge of shape, size and position through physical activities and board games, and describing the sizes of their models and pictures. They use electronic and programmable equipment to develop their knowledge of information and communication technology.

Children feel safe and secure within the group and move about freely and with confidence. They are closely supervised without hindering their independence. They learn about keeping safe through using the equipment safely, staff guidance, topical activities and practising the fire drills evacuation procedure. Children's health is promoted through the provision of a clean and hygienic environment and good hygiene practices. Children are developing a good attitude to healthy lifestyles. They enjoy nutritious and healthy teas on arrival, and have continuous access to drinking water. Children benefit from outdoor play in the school playgrounds, playing field and adventure trail. They also play pool, physical floor mat games and sports on the games consoles indoors.

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	1
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