

Ice Cool Out of School

Inspection report for early years provision

Unique reference number	EY290383
Inspection date	09/12/2008
Inspector	Diane Ashplant

Setting address	Warstock Community Centre, 1 Daisy Farm Road, Birmingham, West Midlands, B14 4QA
Telephone number	0121 474 4709
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Type of setting	Childcare - Non-Domestic

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

Ice Cool Out of School registered in 2004 and is privately managed. It operates from the Warstock Community Centre in the Yardley Wood area of Birmingham in a hall which has level access. There is an enclosed area for outdoor play. The club is registered to look after a maximum of 24 children at any one time and children from three to 11 years may attend. There are currently 13 children on roll of which eight are in the early years age group. The club opens term-time only from 7.00 to 9.00 hrs and from 15.15 to 18.00 hrs. There are three members of staff of whom, two are qualified and one is working towards an appropriate playwork qualification. The club is also registered on the compulsory and voluntary Childcare Register.

Overall effectiveness of the early years provision

Children are cared for in a welcoming environment where staff know them well and have a suitable understanding of most of the requirements of the Early Years Foundation Stage (EYFS). All children are valued as individuals and their needs meet through discussion with themselves and their parents. Staff are aware of hazards and most show a clear understanding of their responsibilities towards safeguarding children. There are currently no formal systems in place to monitor the effectiveness of the provision. However, there is some commitment to continuous development, for example, through training and staff are working to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop staff's knowledge of the safeguarding policy and procedure
- review the policy on administering medication particularly in relation to ointments
- develop procedures for staff induction and provide regular staff appraisals to identify training needs.

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

- review and update records, policies and procedures required for the safe and efficient management of the provision, particularly in relation to the complaints and safeguarding children policy and the attendance recording for staff and visitors. Ensure these are easily accessible and available for inspection by Ofsted (Documentation) (also applies to both parts of the Childcare Register) 05/01/2009
- ensure there is at least one person who has a current first aid certificate there at all times when children are present (also applies to both parts of the Childcare Register) 05/01/2009

Register).

The leadership and management of the early years provision

Staff work well together as a team and provide a welcoming environment for children from several different schools. There are appropriate selection procedures in place to ensure the suitability of staff who work with the children, although there are no clear systems for monitoring staff development or the effectiveness of the provision. Staff are generally deployed to promote children's welfare, although there is not always a current first aider present when children are being taken and collected from school. Staff are aware of the policies and procedures for the safe management of the provision and many of these are displayed in writing for parents. However, the complaints and child protection policy are not available and attendance of staff and visitors is not routinely recorded.

There is an open and friendly partnership with parents. Staff are approachable and share information with parents about their child through daily discussion and through items of work sent home. Most information about the setting is shared at the start through verbal and written means and other useful information, such as the written policies are displayed on the notice boards. Staff are willing to meet parents' requests, such as helping to encourage children to do homework. Staff have some links with other professionals and know how to access support for individual children if necessary.

Children are safeguarded as staff ensure that the premises are safe and secure and work effectively with the community centre to ensure action is taken to heighten this. Staff carry out a daily written risk assessment and are aware that as the premises are shared they need to be more vigilant about children's safety. Staff understand their responsibilities to protect children from harm or neglect and share this with parents and most are fully aware of the procedures to take. However, no written safeguarding policy is available.

The quality and standards of the early years provision

Children's, welfare, learning and development is appropriately supported as staff provide a warm and welcoming environment where children share time with each other as they relax after school. Children respond well to the routine and share tasks like tidying up and preparing the snack table. They get on well with staff and their companions as they understand the guidelines which they have helped to draw up, such as being kind and the older ones help support the younger ones to settle in. Children are learning to develop healthy lifestyles as they enjoy a range of snacks including fresh fruit and have opportunities to develop physical skills as they play outside or enjoy games in the hall. They are learning to develop their own self-esteem as staff listen with interest as they talk about events from home and school. Children are encouraged to understand about keeping themselves safe as they talk about road safety and respond to reminders from staff to sit and walk safely. They carry out independent tasks such as taking themselves to the toilet

after requesting permission from staff who supervise from afar.

Children arrive from school and readily engage in activities of their choice as, whenever possible, staff prepare the room before they arrive so that resources are set up and work is displayed. This creates a welcoming environment. Children access toys from the reasonable range available and may also make requests for their own preferences. Although there is no formal planning of the daily programme, there is a balance of child and adult-led play which covers all areas of learning. Children engage happily in the craft activity where they are well supported by staff who promote their interest and extend their learning through relaxed discussion. Some craft activities are related to celebrations such as Christmas where staff and children share in making decorations and cards which children are able to freely design as they wish. Children take part in weekly cookery sessions and engage in conversation with staff about what they have been doing at home or school. The club has use of an outdoor area where children take part in different activities such as games to develop their physical skills, chalking and water painting or are fascinated as they watch for the appearance of frogs in the pond.

Staff get to know the children through ongoing discussions with their parents and through their own observations of them in the setting. This means they are aware of their preferences and aptitudes. They help to support children in their school work if requested. The club is beginning to establish links with other childcare settings such as the adjacent nursery so they can share information about their EYFS programme and how best to support individual children.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 05/01/2009
- take action as specified in the early years section of the report (Arrangements for Safeguarding Children) 05/01/2009
- take action as specified in the early years section of the report (Procedures for dealing with complaints) 05/01/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- review and update records, policies and procedures required for the safe and efficient management of the provision, particularly in relation to the complaints and safeguarding children policy and the attendance recording for staff and visitors. Ensure these are easily accessible and available for inspection by Ofsted (Documentation) (also applies to both parts of the Childcare Register) 05/01/2009
- ensure there is at least one person who has a current first aid certificate there at all times when children are present (also applies to both parts of the Childcare Register). 05/01/2009