

Rhymes @ Broke Hall

Inspection report for early years provision

Unique reference number EY379309
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Inspector Hazel Meadows

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Rhymes @ Broke Hall out-of-school club is one of a number of clubs in Suffolk run by Little Joe Ltd. The club opened in September 2008 and operates from a purpose-built building within the grounds of Broke Hall County Primary School in east Ipswich. The building is also used by the local pre-school. The building can be accessed by a ramp. Children have supervised access to the school playground and playing field. It is open each weekday, from 07.30 to 09.00 and from 15.15 to 18.00, during term time. In addition it opens during school holidays from 08.00 to 18.00.

A maximum of 35 children may attend the club at any one time. There are currently 42 children on roll, 10 of whom are within the early years age range. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club currently supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are three members of staff, all of whom hold appropriate early years qualifications to at least NVQ Level 3. One member of staff has recently achieved Early Years Professional Status.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children have fun and are very happy and relaxed in the stimulating setting. Staff have an inclusive approach and know the children well, forming positive and caring relationships with them. Children's welfare is mostly well provided for. Staff develop trusting partnerships with parents and frequent communication effectively promotes continuity of care and ensures children's individual needs are met. Good levels of training are promoted and maintained, including training on the Early Years Foundation Stage (EYFS). However, EYFS training is not fully applied in practice and no systems are in place to monitor children's progress towards the early learning goals. Partnerships with others delivering the EYFS have not been fully established and self-evaluation is limited, therefore priorities for improvement are not always identified.

What steps need to be taken to improve provision further?

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

- develop opportunities for children to increase their independence at snack time and to freely access water at any time
- develop knowledge of the Early Years Foundation Stage (EYFS) in order to fully put into practice the requirements of the EYFS
- develop opportunities to work in partnership with parents and other providers delivering the EYFS to promote continuity and progression

- develop the use of self-evaluation to identify current strengths and priorities for development, for example, improving the layout and accessibility of some resources such as the book area.

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

- undertake systematic observations and assessments of each child in the early years age range, to identify learning priorities and plan the next steps to help them progress towards the early learning goals.
(Assessment arrangements)

17/04/2009

The leadership and management of the early years provision

Sound recruitment procedures ensure children are protected, as all staff are suitably skilled, trained and experienced to work with the children. Staff induction ensures staff are familiar with the well written policies and procedures and know how to apply them in practise. Thorough documentation and procedures, such as the emergency evacuation routine and written risk assessments, are in place to support the care and safety of the children. Staff work co-operatively together to ensure the smooth running of the session and to promote the wellbeing of the children. Suitable procedures are in place to safeguard children. Staff have up-to-date training and are clear of their responsibilities, and what action to take, should they have concerns about a child.

The leadership and management ensure that there are regular staff appraisals and staff meetings to encourage reflection of practice to satisfactorily identify strengths and areas for improvement, however, the EYFS has not been fully applied within the group. The staff are not fully familiar with the EYFS and there are no systems in place to monitor children's progress towards the early learning goals effectively or to work in partnership with parents and other providers delivering the EYFS.

Staff develop very positive and trusting partnerships with parents. They make time to offer feedback to parents each day, regarding their child's welfare and activities. Parents express their trust and satisfaction with the care provided and endorse that their children are really happy and settled within the group. Comprehensive records and close communication ensure children are cared for according to their parents wishes and that their individual needs are effectively met. Well presented notice boards provide parents with information about activities and the general running of the group.

The quality and standards of the early years provision

Children enjoy their time at the club and establish positive relationships with the staff and their peers. They are confident to speak to one another, freely approach the staff and happily chat to visitors. Children are well occupied and absorbed in their play and behaviour is generally very good. Staff know the children well and

are able to diffuse potentially disruptive behaviour through playing directly with the children and talking to them. Clear explanations are given and the regular routine helps all children to feel secure. The group has an inclusive attitude and all children are welcomed. Diversity in the wider community is explored and integrated into children's play and learning through topics, artwork and discussion, for example, a wall display portraying 'Christmas Around the World', reflecting Hanukkah, Diwali, Christmas Eve and Christmas Day. A key-worker system is in place but is not used to effectively monitor and evaluate children's progress towards the early learning goals.

Children settle quickly and are relaxed in the setting, particularly after a run-around time on the playground outside, enjoying fresh air and exercise. Outside, they develop their skills with footballs, scooters and ankle-hop balls. Children patiently wait their turn as outdoor resources are currently quite limited. Indoors, toys and resources are stored in a cupboard which children can freely access, making their own choices and decisions of activities. Staff play alongside the children to encourage and support them. Children enjoy involving staff in their games, such as hide and seek and air hockey. Board games and puzzles promote children's numeracy and problem solving skills. Children enjoy constructing and developing their own ideas using construction kits, and staff value and encourage their efforts.

Children learn good hygiene habits through gentle reminders and prompts from staff and know to wash their hands prior to snack time. They are given a substantial daily snack, which is mostly a healthy option, such as beans on toast or tuna pasta, and offers a satisfactory range of foods. Staff predominantly serve the children which limits their independence and facilities to access fresh drinking water are not always readily available to the children. A selection of books is available but not in an inviting area and is therefore not explored by the children. They enjoy drawing and writing with a variety of mediums, making Mother's Day cards and writing their own greeting inside and drawing pictures of themselves and friends on paper cut outs. They have opportunities to be creative through a wide range of activities such as craft and cookery and sometimes enjoy role play in a group and individually.

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?	2

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?	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?	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: Met

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.