

Tarner Community Project

Tarner Park, Sussex Place, Brighton, BN2 9QN

Inspection date

Previous inspection date

20/08/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff create a very welcoming, attractive and child friendly environment that helps to support children's safety and growing independence.
- Staff provide an extremely sharp focus on helping children to acquire communication and language skills. The provision for promoting children's personal, social and emotional development is excellent and children have broad and varied opportunities to develop their physical skills.
- Children freely choose from a wide variety of interesting and stimulating play resources both indoors and outdoors. As a result, they are fascinated and engaged in their play.
- Staff form good relationships with children and this results in children being secure and very confident.
- Self-evaluation is fully imbedded in practice; as a result the holiday club project provides an excellent service to the local community.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took in to account the views of children and parents.
- The inspector viewed a selection of policy and planning documents.
- The inspector observed activities indoors and outdoors.
- The inspector held meetings with the project coordinator and trustee member.
- The inspector offered a joint observation with the coordinator.

Inspector

Rachel Southern

Full report

Information about the setting

Turner Community Project is an out of school provision that opened in 1996. It re-registered in 2014. It operates from a purpose-built, single-storey premises in the centre of Brighton, East Sussex. The after school club opens five days a week during school term times from 3pm to 6pm. The holiday club operates every weekday from 8.30am to 5.30pm during all school holidays apart from the Christmas holiday. Children have access to outdoor play in the community play park adjacent to the building. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club offers care to children aged up to 11 years. There are five children in the early years age range on the roll. The club employs seven staff. There are four staff, including the manager, who hold appropriate childcare qualifications. There are two staff who are working towards a recognised qualification.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further relationships with families and parents to involve them in the holiday club activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provision is outstanding. The project, incorporating a holiday and after-school club, consistently achieves very high standards across all aspects of its work. Staff provide exceptional educational programmes for children of all ages. The quality of teaching is consistently of a very high quality, inspirational and worthy of sharing with other providers. For example, staff include children in floor activities in an enthusiastic and eager manner. They talk about what's happening and ask open, leading questions to encourage children to think about what they are doing. Staff make excellent links between the subjects of play and children's home lives, allowing them to gain confidence. Children are included in making decisions about every day activity planning. For example, a child initiated a treasure hunt activity and told staff he had hidden coins. Staff seized on this spontaneous activity and included the other children in hunting for the coins. As a result, children were extremely proud that their ideas were a success and were very enthusiastic in their play.

Staff have very high expectations of themselves and the children. Using their expert knowledge and a clear understanding of how children learn, they provide rich, varied and imaginative experiences for the children. The key person system is effective and impacts on children's emotional security in an obvious way. Children clearly know staff and are

relaxed and comfortable in approaching them or questioning their understanding. Key staff are clearly able to describe the skills, development and needs of individual key children. As a result, children are relaxed, engage well with key staff and progress very well in their learning.

Children are well motivated, very eager to join in. For example, in the morning children separated from their parents quickly, settling to their favourite activities such as role play or climbing on the climbing wall outside, concentrating well throughout. As a result, children's learning is progressing excellently.

Staff provide an extremely sharp focus on helping children to acquire communication and language skills. Staff speak to children at their own height, using challenging words or games to encourage the youngest children to consider their communication skills. For example, when playing table top card games such as 'Tummy ache, staff' encouraged children to recognise parts of the body, using specific names, which staff corrected and repeated to help children's broadening vocabulary.

The provision for developing children's personal, social and emotional skills is excellent. For example, a quiet room with comfy cushions, a sofa and blankets, provides a space so that children can rest or sleep to if needed. This space also has a music player and children regularly use the area to play quietly and listen to music. Children have been invited to bring in their favourite music to play. Staff talk to children about their choices and listen to their responses about their parents, favourite music and home lives. As a result, children develop good listening skills alongside consideration for others.

Opportunities for children to develop their physical skills are broad and varied. Children regularly use the shared outside area, this includes slides, a climbing rock, swings and a full size tennis court to help children's large motor skills, coordination and balance excellently. The free flow play provides an excellent opportunity for children to develop group games with their friends, playing football or spontaneous outside games such as treasure hunting. As a result, children's physical skills are developing rapidly.

The well stocked book corners provide children exceptional opportunities to develop their literacy skills. The books are separated appropriate to children's ages and stages of reading ability, including books in different languages and some depicting different communities providing a rich selection of reading resources. The book corner for older children in the cosy area is regularly used, popular with groups of girls who read aloud to each other, inventing stories and games together. As a result, children have limitless opportunities to develop their literacy.

The provision for mathematics is excellent and embedded in the environment well. Adult-led activities provide children with examples of number, symbol and amounts. Spontaneous games such as the child-led treasure hunt are used excellently by staff to demonstrate money and amounts, which is very effective in helping children consider currency and value. This results in children's mathematical thinking developing rapidly, incorporating every day thinking.

Parents are kept informed about their child's progress through daily feedback at the end of

the day. This is very effective in supporting links between the holiday club and children's home lives. Staff update a parents' notice board regularly, including information about day trips, new events and group activities. As a result, parents are well informed about children's learning.

The contribution of the early years provision to the well-being of children

Care practices are better than good because all staff are highly skilled and sensitive in helping children of all ages form secure emotional attachments. Staff provide a strong base for helping children in developing their independence and ability to explore. A good example can be seen in the easy and relaxed way children separate from their parents, quickly becoming engaged in playing with their friends, or with their favourite staff member. As a result, children play happily and easily together.

Children increasingly show high levels of self-control during activities and confidence in social situations. They are developing an excellent understanding of how to manage risks and challenges relative to their age. For example, staff remind older children to demonstrate good behaviour to younger children. Older boys regularly play tag or run around boisterously. Occasionally these games are brought indoors and staff react appropriately, reminding them of the skills that develop good behaviour. All children are encouraged to play independently; the free flow of activities allows children to focus on their specific interest. Staff are very good at allowing them freedom to experiment and encourage them to think through their ideas. As a result, children engage independently in their play, or collaborate excellently with their peers.

Staff effectively support children's growing understanding of how to keep themselves safe and healthy. Health and safety is taken very seriously by staff and is central to everything they do. For example, staff strictly conduct risk assessments and are constantly vigilant in the outside area. Staff provide an exceptional and inspiring environment for children to learn about risk in the outdoors while maintaining security. Children are reminded to play safely throughout the day. Staff ask children what the word "safe" means and children provide examples which reflect their clear understanding. For example they reply with examples such as being careful, or not running indoors. As a result, children are progressing very well in their understanding of how to keep themselves safe.

Children's diets are catered for very well. Breakfast and lunch are provided each day. This is offered informally and children are free to sit and eat if they choose. Children regularly help themselves to fresh fruit and water that is left out throughout the day; as a result they learn about different fruits and vegetables. Hygiene is promoted throughout the day. Staff ask children to wash their hands at appropriate moments and the youngest children are encouraged to manage their own care needs. As a result, children gain a good understanding of what it means to stay clean.

Staff help younger children to be ready for school excellently. For example, 'Meet and greet' sessions for parents are held at the local school. Staff from the holiday club attend these sessions to make links with the school children will attend. Staff include activities

and routines are adapted specifically so that younger children might be familiar with a school routine. As a result, children's transitions are well supported by staff, helping them to feel relaxed about these changes.

The effectiveness of the leadership and management of the early years provision

Leadership is inspirational. The pursuit of excellence in all of the holiday club activities is demonstrated very well. The charity trustees, project coordinator and holiday club staff oversee educational programmes exceptionally as a team. All staff members are included in a team meeting each month with separate managerial discussions about budgets and updating resources. Staff gather registration information from parents, focusing on children's individual learning needs, interests and overall development. This informs activity planning which focuses on interests specified by parents. There is a good balance of indoors and outdoors activities. Free flow is applied well, alongside planned activities such as cooking and creative activities. The environment has an abundance of appropriately targeted resources, and table-top activities are well used by children. Children are regularly included in decision making and planning and as a result, activities are exciting, inclusive and engaging.

Self-evaluation is conducted by the holiday club coordinator and Trustees very effectively. Trustee members are responsible for funding and partnership opportunities and the holiday club has recently developed the community garden and gained volunteers to redecorate the building. This reflects the excellent level of self-evaluation and as a result the club has progressed very well. Policy documents are regularly reviewed by the trustees and senior staff members. These have been adapted and updated accordingly. For example, in the last nine months the behaviour management policy and child protection procedures have been updated and name the appointed person.

The holiday club has an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Staff have effective systems to monitor their implementation. The provider makes the most of learning relating to safeguarding and child protection to improve practice. Staff excellently maintain a safe, welcoming and stimulating environment. For example, throughout the club, there is a strong feeling of positivity, and this is created by the excellent communication staff have with individual children. This has had a significant impact on their bonds and relationships and as a result, the club is very welcoming for children. The club is very safe. Staff talk to the children about playing appropriately on climbing equipment and are particularly observant of children who venture too far away from supervision outside. This reflects the freedom children are afforded while staff ensure their safety. Staff are allocated particular positions to monitor and 'keep an eye' on children in the outside area. As a result, children play freely in a safe and secure environment.

An astute and targeted programme of professional development ensures staff are constantly improving their already first rate understanding and practice. Staff training is

excellent, providing staff with a good level of knowledge focused on early years childcare. The majority of staff are well trained, and in particular the holiday club coordinator has attended 43 separate training days and workshops to expand her childcare knowledge. This is used well within the setting to promote all staff's understanding of health and safety, risk assessments and safeguarding. As a result, children are free to play knowing they are safe and the environment is secure. The trustees hold a staff development plan at the end of each year to review individual training needs. As a result, staff members have an excellent level of knowledge and understanding of good practice.

High-quality professional supervision is provided, based on consistent and sharply focused evaluations of the impact of staff's practice. There is a good level of support and guidance for all staff. For example, new staff members complete an induction day and a supervision session for review. Trustees meet every week with the holiday club coordinator to support her with any specific needs she may have. This reflects good support and guidance for staff at all levels. Staff are monitored and practice is evaluated effectively. As a result, staff communicate well.

Children's needs are quickly identified and exceptionally well met through highly effective partnerships between the holiday club, parents, external agencies and other providers. For example, the 'EYFS and Every Child Matters Assessment Form' includes a section asking parents permission to share information about their child with their designated school. The holiday club has a good level of contact with other local authority holiday schemes as several staff members also work in these locations. This has afforded them opportunities to develop relationships with some children and families who also attend the holiday club. Support workers from the local council play a large part in the development of the project, providing advice to managerial staff. This reflects the effective collaborations between staff and outside agencies to ensure a good service.

Staff have developed good partnerships with parents encouraging them to be involved in events such as Christmas parties and volunteering their time. Staff have indicated this is an area of development and hope to develop a parents' newsletter to let them know about the services the entire project offers. As a result, families are included in the holiday club development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY471335
Local authority	Brighton & Hove
Inspection number	960166
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	32
Name of provider	Tarner Community Project
Date of previous inspection	not applicable
Telephone number	01273679900

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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