

# Claregate Activity Time

Inspection report for early years provision

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**Unique reference number** 224888  
**Inspection date** 18/11/2008  
**Inspector** Fiona Robinson

**Setting address** Claregate Primary School, Chester Avenue,  
Wolverhampton, West Midlands, WV6 9JU  
**Telephone number** 01902 558575 07967876955  
**Email**  
**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).

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**

Claregate Activity Time registered in 1994 and is owned by a private provider. It operates from the main hall and three classrooms in a primary school on the outskirts of Wolverhampton and is on the Early Years Register and both parts of the Early Years Register. A maximum of 30 children aged three to eight years may attend the group at any one time. The group is open each weekday during term time from 07.45 to 08.55, and 15.00 to 17.30. All children share access to a secure enclosed outdoor play area. The setting has a ramped disability entrance.

There are currently 61 children aged from three to under eight years on roll. Children up to 11 years also attend. The group serves the children who attend the school.

The group employs five members of staff. Three hold appropriate early years qualifications and two are working towards a qualification.

## **Overall effectiveness of the early years provision**

Parents say that they are happy with the provision. A good range of well-planned and supported before- and after-school activities ensure that all children are included equally. They enjoy their time at this setting, including their appetising and healthy morning breakfast and after school snacks. They also make good progress in any type of indoor or outdoor activity they undertake. Staff develop good links with parents and the host primary school. They play a key role in developing the children's positive attitudes towards learning and help to ensure a smooth transition into full-time schooling at the start of the day. All staff have a good knowledge of the setting's strengths and areas for improvement. There is a good track record of continued improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure the fire evacuation drill is recorded methodically and consistently by all staff to clearly demonstrate improvement of implemented procedures.

## **The leadership and management of the early years provision**

The manager and deputy manager provide a good, positive lead in promoting effective staff teamwork. Staff have a good awareness of health and safety issues and ensure that children are safe through rigorous safeguarding policies and procedures. The children respond well to the good quality care and support they are warmly and consistently given by staff. As a result, children make good progress in playing indoor and outdoor games. They show great enthusiasm in choosing and undertaking activities for themselves.

There are good procedures for identifying what works well and what are the areas in need of improvement. Staff are fully committed to continued improvement. This is evident in the good overall progress made in addressing the recommendations of the previous inspection. In particular, key workers keep good records and provide good quality information to parents about their children.

## **The quality and standards of the early years provision**

Children have good opportunities to learn through practical activities following their breakfast in the morning. This enables them to make good gains in their personal, social and emotional development, as they develop self-esteem and an ability to relate and play with others. They enjoy all aspects of their play, including gaining a good understanding of how physical exercise helps them to lead a healthy lifestyle. Children have access to a high-quality range of activities and resources, which are appropriate for the ages of all children attending. Staff encourage them to play football, practise their rollerblading skills and to participate in ball games outdoors. They consistently promote children's self-esteem, confidence and independence. The children make their own decisions and choices about their play. They use their imagination well and dress up during role play in the home corner. They also develop their artistic skills well through drawing, painting and colouring activities, as evidenced in the colourful Bonfire Night display. Children also make positive relationships with each other, for example as older children help and support younger children as they play bingo. Staff promote children's communication skills well by listening to them, valuing what they have to say and responding well to their questions.

The staff are vigilant in sustaining the children's welfare. Children are cared for in a secure, familiar environment and staff are vigilant and employed effectively. Indoor space and activities are set out in a safe and attractive way and the same vigilance is applied outdoors. Children feel safe because everyone collaborates well to ensure a safe and welcoming environment. They also know that adults will support and help them. They also feel secure because there are close links with their parents and with the staff of the host school. Children learn how to use equipment safely and share resources sensibly. They show a good awareness of the needs of others and gain confidence through well-established routines such as snack time and activity time. Their behaviour is effectively managed due to the clear boundaries and good role models set by the staff.

Comprehensive policies, records and procedures that are necessary for the smooth running of the group are in place, which has a positive impact on children's safety and well-being. Documentation is regularly reviewed and updated and staff are aware of the importance of keeping all records up to date. Overall, in this positive, inclusive and stimulating setting children develop their independence well and are well prepared for life inside and outside the school day.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	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?	2

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](http://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.