

Meadows Out of School Club

Inspection report for early years provision

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| Unique reference number | EY316466 |
| Inspection date | 30/03/2009 |
| Inspector | Rachel Ruth Britten |
| Setting address | Meadows Primary School, Newcastle Road, Madeley Heath, Madeley, Nr Crewe, CW3 9BT |
| Telephone number | 01270 820848 |
| 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).

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

Meadows Out of School Club was registered in 2005. The setting is privately owned and operates from Meadows Primary School situated in the Madeley area of Cheshire. Children are cared for within the school library room and there are secure areas available for outdoor play. A maximum of 24 children aged three to under eight years may attend the setting at any one time. The setting is open five days a week from 08.00 to 09.00 and 15.20 to 17.30 during term time. Children attend from the local community and surrounding areas.

There are currently 35 children on roll aged from four to nine years. Of these, six are within the Early Years Foundation Stage (EYFS). The care to children aged over five years is registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The setting employs five members of staff including the manager. There are two members of staff qualified to level four in early years and two qualified to level three. The remaining member of staff is qualified to level two. The setting receives support from the local authority early years advisory team.

Overall effectiveness of the early years provision

The out of school provision is good overall. An enthusiastic and committed staff team provide a welcoming, active, informal setting, using good quality resources to successfully promote children's welfare, learning and development. Well qualified staff recognise the uniqueness of each child and include each one, catering and planning well for particular individual needs and balancing all the children's choices and interests. Key workers are well organised and use effective procedures to assure children's safety and wellbeing. They communicate very effectively day-to-day with parents and teachers in order to safeguard children and understand their home and school experiences. However, the presence of only one adult for part of the early morning club detracts from children's safety. Staff continue to improve, shown by their ongoing training, strategies to gain parental and child feedback, self-evaluation documents and implementation of the themes of the EYFS.

What steps need to be taken to improve provision further?

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

- further develop parents' understanding of how the six areas of learning are delivered through play and experiences tailored to their child's stage of development and how the record provides evidence of progress
- strengthen the key workers' relationships with their individual children, parents and reception teacher in order to identify and help provide for each child to take their next steps across the six areas of learning.

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

- ensure that there are at least two adults on duty at any time when children are present (Suitable people).

30/04/2009

The leadership and management of the early years provision

The setting employs suitable and well qualified staff who enjoy working together to safeguard each child's welfare and development. The registered person oversees this and all her settings, so that staff meet regularly to share expertise and ideas for best practice. Staff also work with early years advisors, receive appraisals and access regular training, for example, in first aid, safeguarding, inclusion and the EYFS. Questionnaires to both parents and children seek feedback about various aspects of safety, well-being, enjoyment and health. Furthermore, prompt action is taken upon the results of previous inspections. As a result, staff implement well planned and resourced, individualised activities for children in the early years age group. They have also developed strong, open links with parents and reception teachers to benefit each child's progress.

Policies and procedures are regularly reviewed and updated so that they are effective. For example, risk assessments are regularly used to check the indoor and outdoor environment and prompt action is taken about identified risks and incidents. Similarly, well-written policies are displayed and followed, including behaviour rules devised with the children and accurate daily attendance registers showing every child's arrival and departure time and the names of all adults in the setting. Any accidents or previous injuries are recorded and discussed that day with parents, even where a child only attends the before school club. These procedures ensure that children are well safeguarded. However, on the day of inspection, there was only one member of staff on duty for half an hour during the morning club which breaches a welfare requirement.

Parents express great confidence in the setting's ability to meet their children's welfare and development needs, including information exchanges with school. The reception teacher accompanies children into the setting and liaises daily with staff. Parents are made aware by letter that the club must deliver the EYFS to young children through planned play which complements their school and home experiences. Subsequent letters are planned to help explain how differently the six areas of learning are delivered through the play and activities of a club. This is a response to parental concerns that the curriculum seems like an extension of school. A welcoming, cosy setting has been created with comfortable seating, accessible, varied resources and a good sense of belonging.

The quality and standards of the early years provision

Children can initiate their own creative, constructive and imaginative play in the welcoming setting because board games, puzzles, arts and crafts, role play and small world toys are accessibly stored. A well planned session structure maximises

play and relaxation time after the snack. Children particularly enjoy making things, often planned according to a cultural festival. For example, they make Chinese lucky money envelopes or Mother's Day flower pots. Equally, they build towers, sew felt purses, solve puzzles, use maps of theme parks they have visited, or role play shops. These activities foster children's understanding of the world and their creative, problem solving and social skills. Children also enjoy up-to-date computer games equipment so that their skills for future well-being are promoted. The safe outside areas are very regularly used, both for football, team games, bat and ball games and role play with the dolls and buggies. Tables are often taken outside too, so that snacks and arts and crafts activities can be enjoyed in the fresh air too. As a result, children's physical and creative development are very well fostered.

Children's health, safety and social skills are promoted through good routines. Children eat varied, healthy snacks and are reminded to wash their hands beforehand. They move about safely and do not swing on chairs. Vigilant staff, locked gates, doors and door bells are used to keep children safe. Staff treat children kindly and according to procedures when there are accidents. Children enjoy secure relationships with the staff who understand their individual needs and meet them sensitively, perhaps with extra care and time to help with speech and language development or tactful reminders about visiting the toilet to avoid an accident. The beginning of sessions are used to talk to children about their day or their weekend activities, so that their learning and experiences are consolidated and they feel valued and listened to. All children behave in a caring and supportive way within the group, serving one another's snacks and giving space for younger ones to play quieter games away from a hectic football game. They respect one another's dietary or physical needs or learning disabilities and follow the simple displayed ground rules that they helped to devise.

Staff have established close links with the reception class teacher to ensure that care, welfare and behaviour needs are consistently met. Documents are prepared for observing, assessing and planning for individual children in the EYFS. However, staff are still unsure how to most effectively use their observations, photo evidence and next steps planning to complement and consolidate individual children's learning through play and relaxation in the club setting. This is because they are successfully meeting children's individual needs under the six areas without written supporting records. Both staff and parents struggle to embrace the concept that observation, assessment and individualised planning maximise children's progress as they play by enabling staff awareness and input to be tailored to children's identified strengths and weaknesses. Nevertheless, staff know children very well and are accumulating ample written and photographic evidence to show the variety of children's play experience in the club.

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

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

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 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

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|---|---|
| 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? | 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

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 the last inspection.

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.