

Wardle Childcare Partnership

Inspection report for early years provision

Unique reference number	316439
Inspection date	18/05/2009
Inspector	Doreen Davenport
Setting address	St. James C of E Primary School, Crossfield Road, Wardle, Rochdale, Lancashire, OL12 9JW
Telephone number	01706 838 700
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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 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

Wardle Childcare Partnership opened in May 2000 and is run by a committee. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a mobile classroom in the grounds of St James C of E Primary School in the semi-rural area of Wardle, a suburb of Rochdale. It has a small kitchen area and toilet facilities, and an enclosed grassed area and the use of the school playground. The playgroup may care for no more than 32 children at any one time. There are currently 36 children from two and a half to five years old on roll. Of these, there are 21 three year olds and 13 four year olds receiving funding for free education. The playgroup is open each weekday from 08.50 to 11.50 during school term time only. The setting supports children with learning difficulties and/or disabilities and those with English as an additional language.

The breakfast and after school club runs from 07.45 to 08.50 and from 15.30 to 17.30 each weekday. It may care for a maximum of 40 children so long it does not adversely affect the levels of care for under eight year olds. There are currently 48 children on roll, seven of whom are in the Early Years Foundation Stage and 20 under eight years of age. The holiday club runs from 07.45 to 17.30 each school holiday except Christmas.

Five staff, with appropriate early years' qualifications, work with the children. Two have NVQ level 3, two have NVQ level 2 and one has play-worker qualifications.

Overall effectiveness of the early years provision

Overall, the quality of provision is good. Children settle quickly and are happy and well cared for in this secure, fully inclusive and welcoming setting. They enjoy a wide range of interesting and purposeful activities which enable them to make good progress in their learning and development. Effective systems are in place to assess the progress of the children in the playgroup. However, these do not extend to the children in the Early Years Foundation Stage who attend the breakfast and after school club. Self-evaluation effectively identifies strengths and areas for development, but is not recorded in sufficient detail to measure the success of any actions taken. Current practice and the successful implementation of recommendations from the last inspection show a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- ensure that self-evaluation is used to measure accurately the success of actions taken and their impact on children's learning and development
- observe and assess the progress of children in the breakfast and after school

club, as is done in the playgroup.

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

- ensure that Ofsted are notified of changes to members of the committee who manage the setting (Suitable people) (this also applies to both parts of the childcare register)

12/06/2009

The leadership and management of the early years provision

The attractive, well organised setting runs smoothly on a day-to-day basis thanks to the committed, suitably qualified and enthusiastic staff who work well as a team. However, the provider is in breach of requirements by failing to notify Ofsted of changes of members of the committee managing the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage.

Effective systems, policies and procedures to safeguard the children's health, safety and well-being are securely in place. These are well documented and reviewed regularly to ensure that staff are working with the most up-to-date information. Daily safety checks and regular risk assessments are carried out and the building is maintained to a good standard. Robust recruitment and vetting procedures are in place, although staffing has been stable over a significant period of time. Staff are well deployed and the key worker system is effective in developing close relationships with the children and their families. This, together with the good links with the school and other agencies, ensures that the children's individual, personal and educational needs are met well.

Staff regularly review their practice to identify areas for further improvement and training. However, self-evaluation is not recorded in enough detail to enable staff to measure the success of their actions on the children's learning and development. Parents speak positively about the setting and feel they are kept well informed through newsletters, daily contact and the annual progress meeting. They say that staff are friendly, caring and very approachable and say 'we know we are leaving our children in safe hands'.

The quality and standards of the early years provision

Children are welcomed into this attractive and friendly setting, no matter what the time of day. They quickly become absorbed in a wide range of purposeful activities that engage their interest and stimulate their curiosity. This enables them to make good progress in their learning. Their happy, smiling faces clearly reflect their enjoyment of learning. For example, the children really enjoyed riding round on bikes, tricycles and scooters successfully matching scattered number mats to their individual number cards. Thorough and accurate observations by staff enable them to plan activities that are well matched to the individual needs of children in the

playgroup. However, the progress of Early Years Foundation Stage children at the after school club is not yet assessed. All children receive good levels of support and personal attention as they work with adults in small groups and the provision for children with learning difficulties and/or disabilities is a particular strength. Children are encouraged to join in discussions which effectively develop their speaking and listening skills. Through thoughtful adult questioning in activities such as circle time children are beginning to express their thoughts, ideas and feelings with increasing confidence.

Relationships are very good and children work and play happily together. They willingly take turns, share resources and behave well at all times. They quickly gain in confidence and independence as they choose their own resources and activities and help tidy up. Snack time is a well organised social occasion which helps children recognise the importance of a healthy lifestyle. They wash their hands before tucking into healthy breakfasts and snacks and have daily access to outdoor physical activities. Children feel safe and secure within the setting. They are taught to use equipment safely and know the routines of regular fire drills. Children learn effectively through first hand experiences as they visit the shops and church in the village and handle a new born lamb brought in from a local farm. This also promotes a good understanding of the local community. Resources, celebrations and family experiences extend the children's knowledge of the wider world. They participate enthusiastically in a sponsored sing for the Chatterbox Challenge and support the Red Nose Day Appeal. Children develop good skills for the future as they learn to cooperate, show care and consideration for each other and play harmoniously together.

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?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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

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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