

Auckland Out Of School Care

Inspection report for early years provision

Unique reference number 550145
Inspection date 22/04/2009
Inspector Julie Morrison

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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).

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

Auckland Out Of School Care opened in 2001 and is owned and managed by a management committee. It operates from various rooms in a youth and community centre in Bishop Auckland. The out of school club is open each week day 15.00 to 18.00 term time only and a provides holiday play scheme during the school holidays from 08.00 to 18.00.

The group is registered to care for a maximum of 50 children from 3 years of age to under eight years at any one time. They currently have 35 children on roll, of which two are in the early years age range. The group is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery employs four members of staff, all of which hold an appropriate early years qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is inadequate. Staff have no understanding of the requirements of the Early Years Foundation Stage (EYFS). As a result, several of the specific legal requirements are not being met. This does not fully promote children's welfare or learning and development needs. Children and their families are warmly welcomed into the setting by friendly staff who have adequate procedures are in place to obtain information about children's individual needs. However, there is no key worker system in place or procedures to work with other organisations providing the EYFS to fully support children's individual learning needs. The setting has made some progress in addressing the recommendations from the previous inspection, however, robust procedures to maintain continuous improvement are not in place.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- develop staffs knowledge and understanding of the Early Years Foundation Stage in order to plan and provide experiences which are appropriate to each child's stage of development (organisation) 30/06/2009
- undertake risk assessments for all areas which the child may come into contact with (suitable premises, environment and equipment) (also applies to both parts of the Childcare Register) 22/05/2009
- develop a key worker system to ensure that the individual needs of all children are met (organisation) 22/05/2009
- lead and encourage a culture of reflective practice, 22/05/2009

self-evaluation and informed discussion to identify strengths and priorities for development.
(organisation)

The leadership and management of the early years provision

The leadership and management of the setting is not effective. The manager and staff are not aware of the EYFS requirements and as such, children's learning and welfare requirements are not being fully met. Staff have made some progress in addressing the recommendations from the previous inspection, for example, all records are readily accessible and available for inspection and foodstuffs are suitably stored to minimise potential health risks. However, although the setting has obtained some jigsaws and have discussions about food from different parts of the world, they are still not effectively promoting children's awareness of diversity. Staff have monthly meetings and appraisals and are committed to attending regular training, when possible, to further develop their practice. However, they have no robust procedures in place for evaluating and monitoring their provision. As a result, weaknesses have not been identified and staff have not kept up-to-date with legislative changes. This does not foster a culture of continuous improvement.

Most of the documentation required to promote children's welfare is in place, for example, children's details, accident forms and consent to obtain emergency medical treatment. Daily checks and appropriate procedures for the collection and departure of children helps to promote children's safety. However, there is no record of risk assessments for all areas with which the child may come into contact with or for outings. As a result, some hazards have been overlooked, such as access to storage areas. This does not meet the specific legal requirements. The setting benefits from a written safeguarding children policy, and staff are clear about procedures to follow should they have any concerns about a child.

Staff form friendly and welcoming relationships with parents. They have adequate procedures in place to ensure that they are informed about the setting and their child's care. For example, through verbal feedback, letters and copies of the settings policies and procedures. The setting has a 'special educational needs' policy in place and a named Special Educational Needs Co-ordinator however, it does not fully promote inclusion as there is no key worker system in place, to ensure that children's individual needs are fully met. This does not meet the requirements.

The quality and standards of the early years provision

Children have warm relationships with the staff at the setting, who spend time with them, listen to them and value their input. For example, asking them what activities they would like to do and what meals they would like. However, this means that sometimes meals and snacks do not promote healthy options. Children are beginning to learn how to keep themselves safe as they have gentle reminders to be careful and practice regular fire drills. Children have adequate opportunities

for physical exercise as most days they are able to make use of the sports hall for playing games such as, football and they go for occasional walks to the park. However, the setting does not provide regular opportunities for children to play outdoors either through accessing an outdoor play area or through planned outings.

Staff plan some activities based on children's requests however, their lack of understanding of the EYFS means that they have no provision in place to ensure that they are covering all areas of learning and that activities are appropriate to each child's stage of development as they progress towards the early learning goals. This does not meet the specific learning requirements. Verbal feedback from schools relating to children's care is passed onto parents, however, there is no procedure in place to work with other providers of the EYFS to promote continuity of learning and progression for children.

A suitable range of well maintained toys and resources contribute to children's choices and promotes their ability to make decisions, for example, they confidently select games to play with the staff or play independently with cars. Space is appropriately laid out and some examples of the children's work are displayed on the walls, this helps to promote their sense of belonging. Children are clearly settled and happy at the club, searching out staff to show them art work they have done, excitedly exclaiming 'its magic'. Staff respond well with praise and encouragement and support their learning as they help them select beads to make shapes and placemats. The children all play together well, they take turns and older children support younger ones for example, as the play pool and show an interest in what they have done. A suitable range of resources helps to promote children's creative play, for example, playing shops and drawing pictures. Their communication skills are developing appropriately, they all laugh as they share jokes with each other and confidently approach visitors to talk about what they enjoy doing.

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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (suitable premises, environment and equipment)

22/05/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. (suitable premises, environment and equipment)

25/05/2009