

Future Stars Childcare

Inspection report for early years provision

Unique reference number EY395404
Inspection date 12/01/2010
Inspector Susan Patricia Birkenhead

Setting address Brackenwood Junior School, Norbury Avenue, WIRRAL,
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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Future Stars Childcare was registered in 2009. The setting is a privately owned out of school club that operates from specified areas at ground floor level within Brackenwood Junior School situated in the Bebington area of the Wirral. There is a secure area available for outdoor play. A maximum of 24 children aged four to 12 years may attend the setting at any one time. The setting is open five days a week from 7.40am to 9am and 3.15pm to 6pm during term time and 8am to 6pm during school holidays. Children attend from the local community and surrounding areas.

There are currently 50 children on roll aged from four to 12 years. Of these, six are within the Early Years Foundation Stage (EYFS). This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs four members of staff, including the manager. Of these, two staff, including manager, are qualified to level 3 in play work and two staff are working towards level 2. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare requirements are suitably promoted and some aspects are good. However, insufficient information regarding some records and the staff suitability means there is a breach in some requirements. The learning and development requirements are in the early stages due to the staff's limited knowledge of the EYFS. As a result, systems for monitoring children's progress towards the early learning goals are not effective. Suitable relationships have been developed with parents and informal links with the teaching staff within the school children attend are in place. Systems for evaluating and monitoring the setting's practices and procedures are minimal and the manager recognises this as an area of development. She talks about future plans to further develop the club practices, therefore showing a sufficient commitment to the continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- ensure records of the information used to assess staff suitability to demonstrate to Ofsted that checks have been done are accessible on site and include the unique reference numbers of Criminal Records Bureau (CRB) disclosures and the date they were obtained (Suitable people) (also applies to both parts of the
- 26/01/2010

- Childcare Register)
- ensure the daily record of the names of the children looked after on the premises includes the names of their key workers (Documentation). 26/01/2010

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

- develop self-evaluation to ensure the setting's strengths and priorities for future development are effectively outlined
- further develop systems for recording risk assessments, in particular how risks are minimised
- further develop staff knowledge and understanding of the EYFS learning and development requirements to ensure sensitive observations are linked to the areas of learning; include children's next steps and effectively monitor the progress they make towards the early learning goals
- enhance the planning of activities to ensure that all areas of learning are covered in sufficient depth over a specific period of time.

The effectiveness of leadership and management of the early years provision

Children are protected in the main because the manager and some staff have attended relevant training. They are confident in their understanding of the indicators of abuse and procedures to follow should they have concerns. The detailed written policy, which includes the procedures followed should allegations be made against staff, also contributes to the protection of children. Necessary procedures are followed when recruiting staff; however, staff records and the provision of information regarding the CRB disclosure numbers and the date they were obtained are not available for the inspection, which is a breach in requirements. The manager lacks organisation of some of the necessary records to ensure the safe, efficient management of the setting. As a result, the staff to child ratios cannot be assessed because the children's daily attendance records do not reflect the names of their key persons, which is a breach in the welfare requirements. Written policies regarding the setting's procedures are made accessible to parents; however, these are in the process of being reviewed to bring them in line with the EYFS. Written risk assessments, which are used as a weekly checklist, generally reflect areas of risk; however, they do not reflect how risks are minimised, although no hazards were identified and this has minimal impact on the children's care.

The ratio of qualified staff is met and the manager and her staff are committed to attending additional training to further promote better outcomes for children. The appropriate key person system in place supports children settling in to the setting. The provision of regular staff meetings provides opportunities to discuss the club's practices and the manager conducts regular appraisals to review staff performance. Systems for self-evaluation are minimal and are generally restricted to discussion with staff and the suggestions book, which children make entries to. These are reviewed and, as a result, additional resources have been obtained. The

manager talks about the continuous improvement of the setting and identifies aspects she plans to develop in the future. These include more display space and storage within the setting and the provision of additional resources to promote better outcomes for children.

Suitable relationships develop with parents, who are welcomed into the setting and engage in discussion regarding their child's day and well-being. Information is limited to the verbal exchange about the setting initially and the completion of the admission form to reflect the children's needs. The parents' noticeboard includes information regarding EYFS principles, staff qualifications and club menus and makes parents aware of the policies that are accessible to them, which include complaints and child protection. Suitable links are beginning to develop with the teaching staff within the infant school children attend. They feedback verbally at the end of the day and discuss aspects of the children's learning accordingly. However, there are plans in place to develop a written exchange of information between the two settings to further complement the delivery of the EYFS.

The quality and standards of the early years provision and outcomes for children

Children are relaxed and happy to attend the secure setting. Through the appropriate deployment of resources, children have many opportunities to make choices about their play. Staff take account of the children's interests and set out resources prior to the children's arrival, which contributes to the suitably welcoming and inclusive environment. The manager and staff are in the early stages of developing their understanding and approach to the delivery of the learning and development requirements of the EYFS. They interact appropriately at times to support children's fun, learning and enjoyment; at other times they are seen just supervising children. Key persons complete observations entered into the children's learning journey, which are sometimes supported by children's drawings. However, entries are not linked to children's developmental starting points or the areas of learning and prove repetitive and sometimes lack purpose. As a result, children's developmental progress towards the early learning goals is not monitored effectively. Weekly planning was not available for inspection; therefore, it is not possible to assess that all areas of learning are covered in sufficient depth over a period of time. Staff plan some activities associated with sports and times of the year and at other times children can freely select from resources accessible to them. Therefore, a sufficient balance of adult-led and child-initiated activities is provided.

Children have opportunities to develop their social skills by taking turns to share information with the rest of the group about one thing they have enjoyed about the snow. They instigate group games to further promote their understanding of colour and positional language. Young children are delighted when older children ask them to play table football with them, therefore assisting in the development of positive relationships. Children use their fingers to count and recall the number of goals they score when playing table football. Older children involve the younger children in imaginary play as they take on the role of the police officer using props to support them in their role. They learn about the wider world through the

celebration of festivals, such as Christmas, Diwali and Halloween, which incorporate discussions, creative activities and dressing up. Many resources further promote their understanding of diversity, which include books, disabled figures and associated equipment. Opportunities for children to develop their understanding of the natural world include the planting and nurturing of sunflower seeds in the garden area outdoors. They have opportunities to select from the books, which are easily accessible, and relax in the cosy area of the setting. They come together in smaller groups to colour pictures and give meaning to the marks they make and further develop their handwriting skills.

Children have access to a range of varied, healthy, nutritious snacks, reflected in the written menu on display, which includes the provision of fresh fruits. They enjoy the social interaction at snack time and on occasions assist in the preparation. However, at other times they have little opportunity to develop their self-help skills because staff pour their drinks and serve their foods. Children effectively learn about personal hygiene and aspects which promote their good health and well-being through the daily routines and the healthy living sessions staff plan, and engage in regular physical activities in the outdoor play area. Children learn to stay safe because effective practices in place include regular fire evacuations and the club rules, which they adhere to, and staff question and clearly explain hazards and the consequences of their actions. In addition, children wear high visibility vests when walking to and from school. Children's behaviour is managed well, and recognising and praising children's achievements contribute to the development of their self-esteem. As a result, they behave well and begin to show respect and consideration for others, share resources and develop positive relationships. Activities suitably contribute to the children's future economic well-being.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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 people). 26/01/2010

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 people). 26/01/2010