

Cherubs and Imps

Inspection report for early years provision

Unique reference number 305015
Inspection date 22/01/2010
Inspector Carmen Markham

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cherubs and Imps Out of School Club is one of three out of school clubs run by the same private provider. It opened in 2000 and operates from two rooms in a mobile unit in the grounds of Congleton High School on the outskirts of Congleton town centre. A maximum of 40 children may attend the out of school club at any one time. Children from the age of three years to 11 years attend the club. The club is open five days a week from 7.30am to 9.00am and from 3.00pm to 6.00pm during term times only. Holiday care is offered at the sister club, also in Congleton, during all holidays except Christmas. The sister club does not form part of this inspection. There is an enclosed garden for outdoor play in the summer and the club makes use of a hard playground area provided by the school all year round. There are currently 48 children on roll. Seven children are within the Early Years Foundation Stage. Children are collected from a number of schools in the area by out of school club staff, in a minibus. The club is able to provide for children with special educational needs and/or disabilities. The club is registered with Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are four members of staff. Three have appropriate early years qualifications and one is working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in this inclusive setting as relationships are good and they are well cared for by staff and play well with the older children. They make particularly good progress in their personal, social development and physical development as their needs are well met. However, they make less progress in numeracy, literacy and creative development as these areas are not sufficiently well planned and developed by the setting. Leadership and management is satisfactory overall but there are omissions in relation to the detail in, and use of policies and procedures, the recording of police checks to ensure children are safe, and risk assessments for outdoor activities and transportation in the minibus. The setting has made some improvements since the previous inspection. However, insufficient action has been taken to introduce the new requirements for Early Years Foundation Stage and this limits children's progress. The club has a satisfactory capacity to maintain continuous improvement.

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 information used to assess staff suitability which include the unique reference numbers of Criminal Records Bureau disclosures obtained and the date of issue are up-to-date (Suitable people) 28/02/2010
- carry out a full risk assessment for each type of outing 28/02/2010

and conduct a risk assessment to identify aspects of the environment that need to be checked on a regular basis, including use of the minibus, outside play areas; maintain a record of these particular aspects including when and by whom they have been checked (Suitable premises, environment and equipment).

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

- ensure the ongoing safety of children in the garden area by repairing the fencing
- develop self-evaluation procedures and improvement planning to ensure that activities are planned and well resourced to extend the learning of children.

The effectiveness of leadership and management of the early years provision

Leadership and management are satisfactory. The staff are vetted for their suitability but a record of this vetting is not kept to an adequate standard as required by the Early Years Foundation Stage. Children's health and safety are seen as priorities and most policies and procedures are firmly in place to achieve a child safe and friendly environment where children can take risks and learn independence. However, a breach in regulations relating to risk assessments for the use of the outdoor area and transportation to the provision from primary school jeopardises children's safety. Although staff supervise children during outside play, the garden used in the summer months presents a potential hazard in its current state of repair.

The manager ensures that the provision runs smoothly on a day-to-day basis. Staff are suitably qualified and undertake additional training as required. They have recently introduced the system where each child has a key worker but the role has not yet been developed fully. Therefore, information from this process has not yet influenced planning to meet the individual needs of children.

There is sufficient leadership to improve the provision. However, there is little evaluation of how well the provision is meeting the needs of the children and therefore staff do not know what they need to do to improve the outcomes for children. This limits the provision's capacity for sustained improvement. The curriculum is limited by little regard for planning relevant activities. The provision uses word-of-mouth to inform parents of their child's progress and letters are used to cover administration issues. There are currently very few links with the primary school to ensure the needs of the children are met in both settings. Parents are satisfied with the provision as they feel that their children are safe and happy but they would like to see more planned activities.

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

Children make good progress in their personal, social and physical development and thinking skills but do not make such good progress in relation to literacy, numeracy and creative skills. The setting is at a very early stage of meeting the Early Years Foundation Stage requirements for the learning and development of young children and this is currently not a high priority. Staff are not sufficiently well trained and key workers have not developed their role to observe and record children's progress. The limited availability of good quality resources does not promote effective learning in relation to literacy, numeracy and creative skills. The development of good speaking and listening skills is limited by too few books for children to enjoy and insufficient role play opportunities, but is well promoted by games and discussions that take place daily led by one member of staff. Most aspects of children's personal and social development are good as staff act as good role models and have good expectations in relation to behaviour but the awareness of cultural diversity is weaker. Children behave well, are courteous and respectful of others and know how to stay safe. They are well mannered at tea time and enjoy the healthy food provided. They know why it is important to eat healthy food and take exercise. Children enjoy playing with, and learning from, older pupils and they enjoy choosing activities and adapting them. They are confident and independent and but lack the opportunity to work together to improve the setting to meet their needs.

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	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	3
The extent to which children make a positive contribution	3
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:

- undertake an assessment to identify any risks to the health or safety of children arising from the premises and the equipment used at least once in each calendar year and immediately where the need for such assessment arises, such as collecting children from the primary school in the minibus (Suitability of premises and equipment). 28/02/2010

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 compulsory part of the Childcare Register section of the report (Suitability of premises and equipment). 28/02/2010