

Best Family Childcare @ Pudsey Lowtown Primary School

Inspection report for early years provision

Unique reference number	EY315431
Inspection date	26/02/2010
Inspector	Sarah Hicks
Setting address	Kent Road, Pudsey, Lowtown, Pudsey, West Yorkshire, LS28 6AB
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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

Best Family Childcare @ Pudsey Lowtown Primary School is situated within the grounds of Pudsey Lowtown Primary School and operates from a portable structure. It opened in 2005 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club serves the local and surrounding areas and is registered to provide care for 24 children from three to eight years of age, before and after school, and during school holidays. There are currently 32 children on roll, of whom five are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities.

The out of school club opens five days a week all year round. Sessions are from 8am until 6pm during school holidays and from 7.30am until 9am before school and 3.15pm until 6pm after school. There are three members of staff working with the children, of whom two hold appropriate early years qualifications. The setting works closely with the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers a highly inclusive and nurturing environment with caring staff, who know their children very well and are committed to supporting their welfare and learning. As a result, children feel safe, happy and thoroughly enjoy their time at the club. Partnerships with parents, local schools and other professionals are exemplary and a key strength. This supports and contributes significantly to ensuring the individual needs of each child are very well met. Strong leadership supports an enthusiastic team who continually monitor their provision to ensure they identify and act on areas for development. Staff appreciate opportunities for training so that they can improve the provision further. Therefore the club has good capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- extend and enrich learning through the outdoor environment
- further develop all staff's knowledge and understanding of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The club is very well organised and staff work extremely hard together to ensure children arrive each day to a welcoming and stimulating environment. Safeguarding children is a priority. All adults are vetted rigorously and daily risk

assessments ensure children are safe both indoors and out. The team share a common sense of purpose to ensure all groups of children have equal opportunity to achieve as well as they can in an environment that promotes diversity. For example, children with special educational needs and/or disabilities are given high quality support to ensure they are fully included and have fun each day. Parents are highly appreciative of the club, praising the care and support they and their children receive. They value the close links with the local school and the 'fantastic' staff, who help their children 'love each day'. These outstanding partnerships are a key strength, supporting children's sense of belonging, their sense of security and their successful next steps. Self-evaluation is developing well, identifying accurately the club's achievements so far and how they plan to secure further improvements. Staff development, for example, is a priority and the management recognise that currently not all staff have a full understanding of the Early Years Foundation Stage. The recommendations from the last inspection have been fully met. All policies and procedures are now in line with requirements and updated regularly to reflect current practice and confidential documents are kept securely. Each child is actively supported by key persons and good use is made of the space available indoors with a wealth of interesting activities covering all areas of learning well. Children are keen to enjoy the outdoor facilities they share with the local school, though currently learning opportunities in the outdoor environment are not planned as effectively as those indoors. The joint owners and manager have high expectations, a shared passion for enhancing the provision further and a commitment to meeting successfully every child's welfare and learning needs.

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

The club has a friendly, welcoming atmosphere and children arrive happily. This is because staff plan carefully to ensure a good range of activities that excite their interest and encourage active, curious learners. There is a good balance of adult-led and child-led activities. Positive role models encourage good behaviour. Clear routines and procedures are understood well by the children and ensure a secure start to each session. As a result, children are happy, settle quickly into their circle time activities and enjoy sharing and celebrating their day's achievements together. Children make good progress from their starting points and thoroughly enjoy learning.

Indoor learning is rich and stimulating, covering all areas of learning well. Role play areas are thoughtfully set out to attract children's interest and support their learning and development. Children enjoy playing outside. For example, making dens from a choice of materials and building on their own creative ideas. Children have a good understanding of how to keep safe. This is due to the high priority staff place on ensuring safety procedures and routines are shared and understood by all. Questions are generally used very effectively to promote children's language skills and gently encourage their next steps. Observation and assessment procedures are developing well and the manager regularly liaises with the local school to ensure observations are shared fully to support each child's next steps.

Children have an excellent understanding of how to keep healthy. They talk

enthusiastically about their fruit station and the importance of healthy eating. In their 'safari café', children carefully advise on healthy choices, highlighting their 'tasty' fruit salads and vegetable options. They warn others of 'getting bad germs' and 'tummy bugs' if hands are not washed before eating and are careful to check everyone is following their shared routines and hygiene procedures.

There are many opportunities for children to take decisions and develop a sense of responsibility for their club and for each other. They discuss together their themes and enjoy making suggestions about their next steps in learning. All children display a strong sense of belonging and sensitively support each other. For example, 'buddies' support children who are new to the setting. This and the excellent relationships with parents ensure settling in procedures are individual to each child. Consequently, they quickly develop strong and supportive relationships with staff and each other. This results in confident, happy children who enjoy their time in this nurturing, inclusive 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

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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