

Mortimer Out Of School Care & Playgroup

Inspection report for early years provision

Unique reference number	312579
Inspection date	12/02/2010
Inspector	Deborah Wylie
Setting address	Mortimer Community Association, Reading Road, South Shields, Tyne and Wear, NE33 4UG
Telephone number	0191 4566680
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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).

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

Mortimer Out of School Care and Playgroup is run by a management committee. It opened in 1993 and operates from within Mortimer Road community centre. The community centre is situated in the grounds of Mortimer Secondary School in South Shields. The club is registered to care for 100 children aged from two to under eight years, with 24 in the early years age group. A maximum of 24 children attend the playgroup at any one time and care is provided in the community room. A maximum of 100 children attend the out of school club at any one time. The out of school club uses the community room, the dining room and the quiet room. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The playgroup is open Monday, Tuesday, Wednesday and Friday during term time from 9.05am until 11.30am. The out of school club is open each weekday, during term time, from 8am until 9am and from 3pm until 6pm. During school holidays, it is open from 8am until 6pm. There are currently 21 children aged from two to five years on roll in the playgroup, all of whom are within the Early Years Foundation Stage. There are currently 100 children aged from three years on roll in the out of school club. Of these, 64 are under eight years old, and of these 17 are within the Early Years Foundation Stage. The playgroup employs three members of staff. Of these, two hold a level 3 early years qualification. The out of school club employs six members of staff. Of these, five hold appropriate early years qualifications and one member of staff is working towards a qualification. The out of school part of the provision has achieved the '4 Children Aiming High' quality award and is a member of the local out of school club network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in both the playgroup and the out of school club play contentedly throughout their sessions. They are cared for by suitably recruited, qualified staff who support them as individuals to make satisfactory progress in their learning. Whilst routines ensure that children's welfare requirements are met across both groups adequately overall, the provider is in the early stages of meeting the requirements of the Early Years Foundation Stage framework. Partnerships with external agencies have recently been further developed to create more focussed attention to promoting improvements. The provider demonstrates 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:

- review the organisation of the environment so that key workers offer a balance of adult-led and child-initiated activities, through indoor and outdoor play covering all
- 31/03/2010

- areas of learning (Organisation)
- update risk assessments for all areas to ensure that the statutory requirements of the Early Years Foundation Stage framework are met (Suitable premises, environment and equipment) 31/03/2010
- implement observations and assessments that inform planning so that all children's individual needs are met and monitored against age-related expectations. (Organisation) 31/03/2010

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

- improve self-evaluation to ensure that the group reflects on current provision and can establish priorities for improvement that link with the Early Years Foundation Stage framework document
- ensure that all policies and procedures are underpinned by references to the requirements of the Early Years Foundation Stage framework
- introduce more opportunities for children to develop skills in information and communication technology that will support their future learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately throughout their sessions and staff can confidently explain and evidence their safeguarding procedures. Policies are in place, although some procedures, such as reviewing and recording risk assessments, are not maintained adequately by the playgroup as required by the Early Years Foundation Stage. Other playgroup policies contain outdated or inaccurate information and do not adequately refer to the statutory requirements in the Early Years Foundation Stage. Both the playgroup and the out of school club have recently introduced new planning systems that support children to make satisfactory progress in their learning. Observations show what children learn during their sessions across some of the areas of learning. Staff plan next steps for children to extend their learning, but do not yet include these next steps in their weekly planning documentation so there is no clear cycle of observation, assessment and planning as required by the Early Years Foundation Stage framework. The management and the children in the out of school club are able to articulate in great detail some of the planned changes to the environment, and there is evidence of lengthy consultations with the children about proposed equipment purchases.

Daily risk assessments of play spaces are conducted by the out of school club staff who support children in using 'smiley-faced' stickers to indicate that spaces are safe. Up-to-date, graded risk assessments are also completed by the out of school club and they are reviewed regularly. Resources across both groups are deployed adequately and the out of school club offers additional resources for outdoor play. Some improvements, such as the new planning systems and a review of the environment, have started to have a positive impact on outcomes for children.

However, the approach to improvement and self-evaluation is still not systematic and although there is some positive impact on children's learning and development, future plans are limited, particularly for the youngest children.

Parents explain that they are happy with the care that their children receive in both groups. The parent notice board explains some of the daily routines, such as the snack menu for the younger children and some of the children's artwork. Parents are invited into the playgroup before children start to look around and a written sheet is taken home for the parent to complete and return when the child attends their first session. Information is shared in relation to the welfare requirements of the Early Years Foundation Stage framework, and while relationships between parents and the playgroup are positive and developing well, links are less well established in relation to children's learning and development. For example, some parents remain unaware of their child's key worker.

There are appropriate procedures in place to support children with special educational needs and/or disabilities, although the coordinator currently works exclusively with the out of school club.

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

Children across both groups settle well and show emotional security when they attend. There are positive relationships throughout and behaviour is generally appropriate. Children are able to make some choices in their play within the limitations of the current environment. There are opportunities for children to choose activities that are on offer and children happily explore sand play, and role play with dolls and prams in the playgroup, although there is not an adequate balance of adult-led and child-initiated activity, indoors and outdoors, as required by the Early Years Foundation Stage. They make marks with crayons on an easel. A slide is also available indoors to support children's physical development, although current practice for the youngest children does not offer regular opportunities for them to enjoy more physical playtime outdoors.

Adults support children in both groups with activities based on themes such as Chinese New Year. Playgroup children are offered prawn crackers and pre-cooked rice and noodles at their snack time, where adults serve children seated around a table. All children respond well to the opportunity to use musical instruments as adults instruct them to make music while other children take on the dragon costume, parading around the community room.

Children are developing their skills in communicating, literacy and numeracy appropriately. There is photographic evidence of children in the out of school club using a laptop computer but the youngest children are not able to practise skills relating to information and communication technology either through a computer or other sources of discovery.

Children's welfare is promoted adequately within the organisation. Children have confidence to ask for the toilet and to request support when eating their snacks.

Adults sensitively care for and gently play alongside them to offer discussion opportunities and to share in their imaginative play. Children enjoy showing adults their dressing up clothes and they listen carefully to stories read by the adults. Most of the youngest children listen attentively at 'weather time', when they look outside at the weather and talk about what day it is. Children are encouraged to become aware of their own and their friends' safety, as adults direct them to control their exuberance when using the slide indoors.

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	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:

- ensure an assessment is undertaken to identify any risks to the health or safety of children for whom the later years provision is provided, at least once in each calendar year and immediately when the need for such an assessment arises. (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 31/03/2010

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 Childcare Register section of the report. (Suitability and safety of premises and equipment) 31/03/2010