

Careclub Gayton

Inspection report for early years provision

Unique reference number	EY294055
Inspection date	02/11/2011
Inspector	Jane Shaw

Setting address	Gayton Primary School, Gayton Road, Heswall, Wirral, CH60 8PZ
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Type of setting	Childcare - Non-Domestic

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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

Careclub Gayton is privately owned and is one of two settings run by Careclub Ltd. It was registered in 2004 and operates from the ICT suite and main school hall within Gayton Primary School in Heswall, Wirral, Merseyside. Children have access to a secure enclosed outdoor play area. A maximum of 32 children aged under eight years may attend the club at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. The club is open Monday to Friday from 8am to 9am and from 3.25pm to 5.45pm during school term time. The club serves the children attending the school. There are currently 105 children on roll. Of these 39 are under eight years and of these eight are within the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff, including the manager, who work directly with the children. Of these, two hold a qualification at level 3 in early years and one is working towards a level 2 Teaching Assistants course. The registered person is also available to provide cover and holds a qualification at level 3 in early years. The club is a member of the '4Children' out of school club association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Gayton Careclub creates a fun, welcoming and inclusive environment for children and as a result their behaviour and attitude towards others is exemplary. Staff respect children's individuality, and provide them with a wide variety of activities and experiences which supports their good learning and development. Records of children's development are available and children are provided with some opportunities to add to these. Excellent partnerships and working relationships with parents and carers and teaching staff are in place. In the main policies, procedures and documentation support the efficient and safe management of the setting. Good systems for self-evaluation are in place demonstrating the setting's strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment so that it clearly includes information on when it was carried out, date of review and any action taken following a review or incident. (Documentation) 30/11/2011

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

- provide means for children to keep track of, and share, their achievements, by contributing to their own learning journey record.

The effectiveness of leadership and management of the early years provision

Clear systems are in place for staff recruitment, vetting and induction in order to safeguard children. Criminal Records Bureau checks are in place for staff and newly appointed staff awaiting clearance are supervised at all times. Staff demonstrate a clear knowledge and understanding of procedures to be followed in order to safeguard children, and therefore children are well protected. Full risk assessments are completed on an annual basis and regular fire drills with children ensure their prompt responses. However, the records of risk assessment do not clearly include all the necessary information, in regards to when it was carried out, date of review and any action taken following a review or incident, as required by the Statutory Framework for the Early Years Foundation Stage. Nevertheless there is minimal impact to children's safety as staff complete detailed daily risk assessments to ensure that the environment is safe, clean and fit for use.

Good quality resources for both indoor and outdoor play supports children achievement and enjoyment. Some resources are set out prior to children's arrival, which children freely access. In addition, children make requests of additional resources from storage and as a result are becoming highly independent and active learners. Equality and diversity is actively promoted. Staff ensure all children have equal access to the available resources and opportunities and as a result, inclusion is well promoted.

Partnerships with parents and carers are excellent. They have access to extensive information about the club, for example, information on policies and procedures and what the club has to offer their children. They receive regular comprehensive newsletters and updates. Parents and carers spoken to speak very highly of the club and are extremely happy with the care their children receive. Partnerships with other early years professionals are outstanding. Thorough daily communication takes place between teaching and club staff where general care issues along with specific discussions regarding individual learning and development is exchanged. These highly effective arrangements ensure a complimentary curriculum and continuity of care are effectively established. Staff demonstrate a good commitment to their role by accessing training whenever possible. Regular staff meetings and appraisals support their work. The effective completion of recommendations raised at the last inspection and good self-evaluation systems demonstrates the setting's strong commitment to driving improvement and embedding ambition.

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

Staff have a good knowledge and understanding of the learning and development requirements, and provide children with a wide variety of activities and experiences. As a result, they have fun and make good progress in their learning and development. The manager acts as key person for younger children. She undertakes detailed observation and assessment of children's progress and achievements and uses these in learning journals. However, children's access and contribution to these records to enable them to keep track of, and share, their achievements is less well developed. Children arrive after school happy and eager to participate, there is a buzz of laughter and chatter in the room. Some children play immediately while others take time for snack and chatting with friends from other classes. They freely move around the room participating in activities and are able to play in or outdoors once all other children have been collected from school. Children's behaviour and attitude to learning is excellent. They share, take turns and play exceptionally well together, for example, older children happily help younger children with snack. They thoroughly enjoy the impromptu concert organised by the owner, applauding and congratulating other children as they sing and play musical instruments.

Children confidently negotiate and make suggestions during play and have many opportunities to write, make marks and use books promoting literacy skills. Children develop good problem solving skills as they use a variety of table top games. They have many opportunities to develop their creativity, through role play, drawing and making models. For example, children eagerly create unique designs for a school poppy competition. They skilfully use computers and games consoles. Children access outdoor play spaces and resources and enjoy games, such as football, climbing and balancing using the adventure trail.

Children enjoy healthy snacks and access fruit and drinks at all times. They are aware of the need for good hygiene routines, and independently use the bathroom facilities. As a result children's health, welfare and physical skill development are effectively promoted. Children are developing a good awareness of their own safety and well-being through discussions. For example, they are reminded about the safe use of tools and equipment during their play. The activities and opportunities offered clearly supports the development of children's skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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