

Moorcroft Wood Primary School Daycare

Inspection report for early years provision

Unique reference number	EY345706
Inspection date	26/01/2012
Inspector	Adelaide Griffith

Setting address	Bull Lane, Bilston, West Midlands, WV14 8NE
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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

Moorcroft Wood Before and After school club is overseen by the board of governors of Moorcroft Wood Primary School. The club was registered in 2007. It operates from the main hall and the nursery classroom in the school. The club serves the children who attend the school. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term. Sessions are from 7.45am to 8.45am and from 3.15pm to 5.45pm. Children are able to attend for a variety of sessions. A maximum of 16 children may attend the club at any one time. There is currently one child attending who is within the Early Years Foundation Stage. The club also offers care to children aged over five years to 11 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

On the day of inspection no children in the Early Years Foundation Stage were present in the club.

The club employs four members of child care staff. Of these, three hold appropriate early years qualifications at NVQ at Level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Insufficient regard is given to the statutory framework for the Early Years Foundation Stage. Consequently, a number of legal requirements are not being met. Although, provision for children's learning and development is adequate their welfare needs are not equally addressed. The partnership working with other providers delivering the Early Years Foundation Stage is appropriate to support children individually and some information is provided for parents. The self-evaluation process is not rigorous enough to bring about improvements that result in positive outcomes for children's well-being.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- take steps to meet the requirement that all supervisors and managers must hold a full and relevant level 3 qualification (Suitable people) (also applies to both 10/02/2012

- parts of the Childcare Register)
- ensure that at least one person, who has a current paediatric first aid certificate, is present on the premises at all times when children are present (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 10/02/2012
- obtain information from parents in advance of a child being admitted to the provision, regarding who has legal contact with the child, and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 10/02/2012
- take steps to ensure that each child is assigned a key worker (organisation). 10/02/2012

To improve the early years provision the registered person should:

- improve the two-way flow of information, knowledge and expertise between parents and practitioners to maintain effective communication.

The effectiveness of leadership and management of the early years provision

Children are not adequately safeguarded because procedures are not sufficiently rigorous. The provision conducts checks on all staff to ensure they are suitable to work with children and most staff hold relevant qualifications for out of school provisions. However, these do not include the required childcare qualifications for the Early Years Foundation Stage and some supervisors do not hold qualifications. All children are involved in activities but each child in the early years age group is not assigned a key worker to ensure that their individual needs are fully addressed. Children's safety is compromised because some staff do not hold current first aid certificates. Staff are aware of necessary information to be obtained in advance of children being admitted to the provision but information about who has parental responsibility is not available. These are all regulations of the Early Years Foundation Stage which are not met to promote children's well-being effectively.

The staff work mainly with external agencies, such as the local authority to review practice. They identify strengths of the provision, for instance, a supportive team. The manager is able to identify some improvements which have had a positive impact on the children. For example, more activities are implemented outdoors and these promote children's growing ability to collaborate with their peers. All recommendations from the previous inspection are not fully addressed to demonstrate a reasonable capacity to maintain continuous improvement. Furthermore, the manager's limited knowledge and understanding of the statutory framework restricts her ability to fully assess the effectiveness of the provision. The partnership with parents is generally positive but parents do not have a full picture of the ethos of the provision, including, policies, procedures and activities linked to the Early Years Foundation Stage. The manager liaises with other early years providers, namely to obtain basic information relating to children's starting point. Staff respond adequately to children's requests for resources during

activities and adult to child ratios are maintained. However, there is little planning to ensure that resources are sustainable, for instance maintaining appropriate training and qualifications for all staff.

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

Children engage in a fair range of activities and the provider aims to meet their needs by asking them to identify preferences. These are addressed appropriately and children enjoy their time in the club. They form positive relationships with peers and are generally well behaved. They address others politely and respond appropriately to requests from adults. A suitable selection of play materials is provided, including table top games and staff join in with such activities. Children are developing a reasonable understanding of healthy lifestyles because they engage in physical activities regularly outdoors or inside in the main hall. However, they do not wash hands consistently before accessing snacks which do not include a good selection of nutritious foods.

They are aware of boundaries beyond which they should not go to when playing outdoors and they develop an awareness of keeping themselves safe when fire drills are carried out. Informal observations are carried out to note children's skills. These are linked to some information about starting points. For example, children's mark making skills and their ability to use equipment. However, records are not available to reflect children's achievements and to identify further learning opportunities. Nevertheless, children are gaining relevant skills for their future through the range of activities provided.

The provision endeavours to provide an inclusive service for all children and several resources reflect children's backgrounds appropriately. They have a sense of belonging because the staff provide a welcoming environment in which all children are at ease. They are supported in gaining an awareness of other cultures and disability because some resources are available and activities, such as the celebration of festivals are implemented.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
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

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
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:

- take action as specified in the early years section of the report (Suitability to care for children or have regular contact, Welfare of the children being cared for) 10/02/2012

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 (Suitability to care for children, or have regular contact, Welfare of children cared for) 10/02/2012