

Elmridge Activities Centre

Inspection report for early years provision

Unique reference number EY360640
Inspection date 04/04/2012
Inspector Sue Anslow

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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

Elmridge Activity Centre is one of three settings owned by the same private provider. It opened in 2007 and operates from a single storey building in the grounds of Elmridge Primary School, Hale Barns, Cheshire. Children have access to the school grounds for outdoor play. The out of school club is open each weekday during term time from 8am to 9am and from 3.15pm to 6pm. During school holidays the club is open from 8.30am to 6pm.

The out of school club is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 42 children may attend at any one time. There are currently 94 children aged from three to under eight years on roll, of whom four are in the early years age range.

There are five members of staff, all of whom hold early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The unique needs of each child are met extremely well and no individual or group is disadvantaged in any way. Children make excellent progress in their learning and development through the superb range of games and activities provided. Overall, welfare requirements are met and children are protected and safeguarded. Partnerships with parents and school staff are highly valued and promoted. The manager and her team work hard to ensure children's needs are met and the use of self-evaluation ensures the setting continues to grow and develop.

What steps need to be taken to improve provision further?

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

- obtain parental permission from all parents for the seeking of any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare). 18/04/2012

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

- review processes for serving snacks to promote good hygiene practice.

The effectiveness of leadership and management of the early years provision

Children are safe and secure due to robust policies and procedures which are followed by all staff. Adults are suitable to work with children and show a high level of commitment to promoting their safety. Recruitment procedures are sound and staff demonstrate a good awareness of child protection procedures. Visual safety checks of the premises are carried out prior to the children arriving and staff help children understand how to keep themselves safe through discussions and activities. Parents sign permission for the administration of medication if required and for medical advice to be sought in an emergency. However, not all parents have signed this form, which is a breach of regulations.

The small staff team work together well and strive to improve outcomes for children by reflecting on practice. Emphasis is on providing an environment where they can relax and have fun outside school hours, whilst learning new skills through games and activities. Staff continually update their knowledge and skills and, together with ideas and suggestions from the children, plan exciting activities for the group. A wide range of resources contribute to the children's learning and development and the generous space both inside and outdoors allows for freedom of movement and choice.

Partnerships with parents are promoted extremely well and a wealth of information is exchanged, both verbally and in writing. Colourful displays of photographs and children's art work demonstrate the six areas of learning and how the activities aid their development. Staff create and promote an all inclusive environment where children and their families contribute to the implementation of future developments. Suggestions and comments are followed up and realistic targets set for improving outcomes for children. Staff work highly effectively with teachers and support staff in school and also with outside agencies. Close liaisons ensure children's individual needs are met and the programme of activities complement the work done in school.

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

Children thoroughly enjoy the friendly relaxed atmosphere and the wide variety of games and activities. They make excellent progress in their learning and development through the planning of interesting and exciting play sessions. Key workers observe children's interests and achievements and use these observations to plan activities to progress their development. Ample space allows children to play on their own, quietly reading or watching a film, or building a den or designing a train track with friends. Children of all ages and backgrounds work and play in harmony and the older children seek out every opportunity to help and guide the younger ones. They take responsibility for small tasks, such as, hanging up coats and bags and helping to wash up after snack. Children are highly motivated and interested in a broad range of activities. They are able to help themselves to a superb range of craft materials and small world toys which they

enthusiastically use to create their own ideas and games. Construction kits come in all sizes and young children love using the computers, games consoles and remote control toys. Children play superbly well together, actively contributing to the construction of a large den into which everyone was invited. The whole group thoroughly enjoy themselves at every session, eagerly anticipating any new activities or outings arranged. They are constantly inspired by the well motivated and committed staff team and learn valuable skills for the future.

Physical play outside in the fresh air is a great favourite and children eagerly form teams to play a variety of ball games. They practise their climbing and balancing skills on the school's playground equipment or by riding scooters, skateboards and roller skates. Hand-eye coordination is promoted further with table top games, puzzles and by the use of scissors in their craft work. Children learn a lot about nature and the world around them through a range of activities, outings and discussions. They thoroughly enjoy going bug hunting in the garden, tasting food from different countries and watching baby chicks hatch from their shells. Healthy snacks are provided at every session and children can help themselves to fruit, raisins, breadsticks and drinks throughout the day. Parents are encouraged to provide healthy packed lunches for children attending the holiday club. Good hygiene procedures are practised and children are reminded to wash their hands before eating. However, occasionally children eat some snacks on the move instead of sitting at the table, which compromises health and safety practices. All staff hold first aid certificates and any accidents or illnesses are managed well.

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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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