

Morton Vikings

Inspection report for early years provision

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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

Morton Vikings was registered in 2006 and is run by a voluntary management committee. It operates from Morton Trentside County Primary School in Gainsborough Lincolnshire. All children share access to a secure outdoor play area and have the use of the hall. There is provision for children with special educational needs and/or disabilities, and those who speak English as an additional language. The club is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 16 children from three years to under eight years may attend the club at any one time. The club also provides care for children from eight years of age to 11 years. Currently there are 71 children on roll, of whom, seven are within the early years age group. The club opens daily from 7.30am to 9am and from 3.30pm to 6pm, during the school term. Children come from the school and the local area and attend for a variety of the sessions on offer.

There are three members of staff who work with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 3 or the equivalent, and one holds a NVQ at level 2 and is working towards 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 good.

Children are well-cared for in a welcoming, fully inclusive environment and achieve well in their activities. They behave very well and show great respect for others. Children access a good range of enjoyable activities which take account of their learning needs and interests, although access to information and communication technology is limited. There are excellent links with parents and carers and the host school, and information is shared very effectively. The manager and staff have a good knowledge of the club's strengths and areas for improvement, such as improving resources. There is a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology to support children's learning and development
- develop problem solving and investigatory experiences in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Staff have an excellent understanding of safeguarding and child protection issues and children are cared for in a very secure environment. There are rigorous systems in place for parents to follow when collecting their children. Comprehensive policies and procedures are fully implemented. Risk assessments are carried out regularly to minimise danger and staff are deployed very effectively to ensure children's safety. Children have access to well-maintained resources and equipment. There are robust staff recruitment and vetting procedures in place to check the suitability of adults working with or having contact with the children. Fire evacuation procedures are carried out regularly to ensure staff and children know how to respond in an emergency.

The club is well-led and managed. The manager and staff have strong ambition and drive and meet together regularly to discuss planning and areas for improvement. They value the views of parents and children and good self-evaluation systems help to ensure that activities have a positive impact on the children's development. Good progress has been made since the previous inspection. In particular, monitoring and evaluation systems have been developed well. Staff clearly identify what works well and outline areas for improvement. They make effective use of a good range of resources to meet most of the children's needs. Resources for information and communication technology are more limited which impacts on children's development of skills and opportunities to record and share their experiences. Staff are well-supported to improve their skills and regularly attend training opportunities to enhance their expertise. Planning shows that opportunities to explore and investigate the natural environment are not fully developed. Staff promote equality and diversity to a high level through the celebration of festivals such as Diwali and Easter and topics such as 'Around the World in Ten Days'.

Partnerships with parents and carers are outstanding. They receive very clear, comprehensive information through newsletters, informal discussions and the parents' notice board. Parents feel the staff are very caring and welcoming and their children have lots of fun. Staff keep them fully informed of their children's achievement and progress. They are very supportive of fundraising activities and special events such as the 'Morton feast' and summer fayre. The relationship with the host school is outstanding and staff ensure that the children experience a smooth transfer to and from their classes at the beginning and end of the school day. Staff are experienced in caring for children with special educational needs and/or disabilities and those who speak English as an additional language. They liaise extremely well with the host school and share information very effectively to ensure continuity of care for all children.

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

Children benefit from well-organised purposeful play and achieve well in their activities. Staff value the children's interests and ideas and include these in their experiences. They evaluate their achievements regularly and use this information to plan an interesting range of future learning experiences. Themes such as 'All About Me', 'People Who Help Us' and 'Senses' enrich and enhance their experiences. Children behave extremely well because staff are excellent role models and consistent in their approach. Children learn to take turns when playing games and share their play resources sensibly. Staff constantly praise children who fully respect the rules and boundaries and share kind thought and actions on the 'Thought tree'. They are very confident children with high self-esteem and understand why they have done well. Activities based on festivals such as Harvest, Diwali, Easter and the Chinese New Year enrich their experiences and help them to gain an excellent understanding of other lifestyles, cultures and customs. They enjoy sampling food from China, France, Spain and India as they learn about life in other countries and increase their knowledge of the wider world.

Children have a good understanding of keeping themselves healthy and safe. They eat a wide range of fruit and vegetables at snack time and learn the importance of taking regular exercise. Children develop good coordination skills as they play football and badminton. They skilfully run, climb and jump and balance carefully on balance trails and scooters. Staff ensure that children learn about road and fire safety and understand the rules for risk assessment as they use tools to make collages. Children learn to use equipment safely as they make fruit salads, vegetable soup and smoothies and pizzas with healthy toppings. They benefit from talks on safety from the fire and police services. Children value these opportunities and these help to raise their awareness of the dangers in everyday life.

Children are keen to come to the club and respond well to the care and support they are given. Their creative skills are developed well as they print patterns with vegetables, paint pictures of their pets and complete their own self-portraits for the portrait gallery. Communication, language and literacy skills are developed well as children dress up to act out the story of Snow White and the Seven Dwarves. They cooperate well as they play parachute games and enjoy building dens in the outdoor area. Children skilfully make models of buildings and helicopters and design and make a castle out of cardboard for their role play activities. They enjoy dancing and performing for one another and reading books in their library. Overall, they are prepared well for life outside school and for future learning experiences.

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	1
The effectiveness of safeguarding	1
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