



All Saints Out Of School Club

Inspection report for early years provision

Unique Reference Number	318137
Inspection date	01 November 2006
Inspector	Nighat Ghani
Setting Address	All Saints Out of School Club, Cedar Road, Ashton-on-Mersey, Manchester, M33 5NW
Telephone number	0161 976 3650
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Registered person	All Saints
Type of inspection	Integrated
Type of care	Sessional care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

All Saints Pre-School and Out of School Club opened in 2002. They operate from the youth centre in the grounds of All Saints Primary School. Both groups serve the local area. A maximum of 32 children may attend the pre-school at any one time. The pre-school group opens Monday, Tuesday, Wednesday and Friday from 09.15 to 11.45. The out of school club operates each weekday from 07.55 to 08.55 and from 15.30 to 18.00 during term time, and from 08.00 to 18.00 during school holidays. All children have access to a secure enclosed outdoor play area.

There are currently 31 children on roll. Of these, only one receives funding for early education. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs seven members of staff. Of these, six hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Good hygiene policies and procedures are in place to protect children's health. However, some of these procedures are not fully implemented into practice. For example, before snack time children wash their hands in a sink and washing-up bowl full of water; soap is not available, and they all share a towel to dry their hands. This exposes children to the risk of cross infection. Records of accidents, incidents and medication are consistently completed to safeguard children's well-being. Effective sick child policy is in place, which includes exclusion of children who are infectious. This prevents infection from spreading. Staff have obtained parental permission to seek emergency medical advice or treatment. Consequently, in the event of a serious accident or illness staff can act according to parental wishes.

Children respond well to routine and learn to enjoy nutritious food as part of a healthy lifestyle. Snack times are a social occasion where children sit together comfortably. However, older children are not encouraged to help to serve snacks or pour their own drinks. They are all provided drinks in beakers with lids. This limits their development, independence and decision making skills. Fresh drinking water is not freely accessible to children, which compromises their health. Children's dietary needs, such as allergies, likes and dislikes are recorded onto their personal records and are shared with all the staff, to ensure that their intake is complied with at all times.

Children enjoy a wide range of activities which contribute to their good health and physical development. Children access physical play on regular basis, promoting a positive attitude to exercise. They develop increasing control of their bodies when they jump on the trampoline and play parachute games. Most of them demonstrate good spatial awareness and control their body moments very well whilst walking and negotiating obstacles in the room.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure and well-maintained environment. Colourful wall displays of children's artwork, posters and friezes create a warm and learning environment and give children a sense of belonging within the setting. All the outdoor play area has a soft surface, to ensure that they can play safely. Children access toys, which are set out for them. There are plenty of resources available but most of them are stored in the high cupboards, thereby restricting children's choices and independence. All the furniture, toys and equipment are appropriately maintained. They are safe and clean, helping to protect the children's well-being.

Risk of accidental injury is minimised by effective use of safety features and good supervision of children. However, some hazardous plants in the play area are accessible to the children, which compromises children's safety. Fire drills are carried out on regular basis. As a result,

children are aware of what to do in case of emergency. Secure procedures for entering the building are in place to ensure children's safety. The entrance door is kept locked and access can only be obtained by a member of staff opening the door.

Children are well protected from possible abuse or neglect. Staff are aware of possible signs and symptoms which may be a cause of concern. They are clear about their responsibility with regard to child protection issues. There are clear and effective procedures in place to keep children safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in the welcoming environment. They take part in different activities throughout the day; however, resources are not freely available for children to extend their play. Children particularly enjoy and become engrossed in role play. For example, they pretend cooking, washing up, ironing and feeding the baby. They benefit from a good key worker system where one member of staff is mainly responsible for their well-being on a daily basis and ensures that information about the child is exchanged with the parents.

Staff observe what children do, but it is not clear how this information is used to plan the next steps for the children's play and learning. Staff are particularly aware of and are skilled in meeting children's emotional needs, such as settling new children into the setting and developing their confidence and self-esteem. Staff offer praise, follow children's interests and ask questions, which extends their communication skills. The daily routine is varied and flexible, with times for children to have snacks and take part in different activities set out for them.

Nursery Education

The quality of teaching and learning is satisfactory.

Staff working with the funded children have satisfactory knowledge of the Foundation Stage. They are at early stages of developing and implementing their plans covering all the six areas of learning. The assessment methods used do not clearly identify the next step in children's learning and how this information is used for planning. The short-term planning is brief and does not identify learning objectives of the activities provided. Therefore, planning and teaching does not always effectively build on what individual children know and does not provide enough challenge for more able children.

Children arrive at the setting 'chatty' and confident, leaving their parents and carers without any fuss. They have good relationships with their friends and all adults in the pre-school, including visitors. They move around the room exploring the activities before settling to one which interests them. Older children are learning to work independently by attempting to put on dressing up clothes and shoes while engaged in role play. They listen to one another during circle time as they talk about the different colour leaves and twigs they have collected. They enjoy joining in action songs and rhymes, helping them to distinguish between sounds. They enjoy books and story time; older children are able follow complex storylines, asking pertinent

questions. They have little opportunity to access mark making material, which limits their understanding that writing can be used as means of recording and communication.

Most children can recognise basic shapes and count up to six. They confidently count the dots on a dice while playing the Incy Wincey Spider game with a member of staff. They use mathematical language, such as 'heavy', 'big' and 'little', during play, demonstrating their awareness of space and weight. They learn about the natural world and their community during meaningful activities. They take regular walks into the local environment, allowing them to show interest in the world in which they live. They have limited opportunity to explore objects and show interest in why things happen and how things work. Children have access to a computer but they are not encouraged to use it freely. They do not have the opportunity to operate other simple technological equipment, such as a tape recorder. This limits children acquiring skills in information and communication technology.

Children are confident in their movements and move imaginatively. They are able to be physically adventurous within the bounds of safety and learn specific skills, such as jumping, pushing and balancing. They use a range of large equipment, which is available to them within the attractive outdoor play area. They participate in group games and follow instructions from adults. They have some opportunities for construction; however, the choices are not wide enough for children to recognise that different tools and techniques can be applied to assemble and join materials. Children are rarely observed using paint freely; for example, to see what happens when two colours are mixed together. Modelling material, such as play dough, is regularly available for children to experiment with and create freely.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and greeted warmly on arrival, making them feel safe and secure in their environment. Staff respect parents' wishes with regards to any individual needs, helping to promote the children's self-esteem. Children with special needs are respected and fully integrated within the setting and their needs met through staff working in partnership with other agencies. Children's awareness of their own culture and those of others is promoted through posters and books, and by participating in topic work. However, they are not able to recall and revisit celebrations on a regular basis as resources that reflect positive images are not freely accessible.

Children learn to manage their own behaviour effectively through the use of positive language and consistently clear explanations offered by staff. They receive good levels of praise and encouragement for their achievements, which boost their confidence and enhance their self-esteem. As a result children share and take turns when engaged in different activities. They demonstrate their understanding of unacceptable behaviour as they, for example, reiterate why they must not push or run. Children's spiritual, moral, social and cultural development is fostered.

Partnership with the parents and carers is satisfactory. Children benefit from a positive partnership with the parents. Parents are actively involved in the provision and get to know the routine as they spend time within the playgroup on a rota basis. Parents are respected and welcomed into the setting. A member of staff is always available at the end of the session to

exchange information, which ensures continuity care. Information regarding the setting is also shared with parents via a regular newsletter, noticeboard and policies and procedures. However, parents of children who receive nursery education are not provided with information on the Foundation Stage. Children's assessment files are not freely accessible to the parents, which makes it difficult for them to identify the areas where their children are lacking and require their support. In conclusion, parents are not encouraged to contribute towards their children's learning.

Organisation

The organisation is satisfactory.

The organisation supports the children's development and learning satisfactorily, although some of the policies are not fully implemented into practice. Effective recruitment and vetting procedures and an effective induction for new staff help to ensure that the children are safe and well cared for. Group sizes, a key worker system and staff deployment contributes to children's well-being. Staff organises a sensible routine that includes a free-play session, snacks, singing and story time. All the legally required documentation is in place and updated on regular basis.

The quality of the leadership and management of the nursery education is satisfactory. The supervisor is a good role model to staff working with children and staff team benefit from her enthusiasm and commitment to promote the quality of nursery education. Staff are aware of their roles and responsibilities and are deployed effectively. Systems to monitor staff training needs and strengths and weaknesses of the nursery provision are not yet in place. Although staff benefit from regular support from the Foundation Stage advisory teacher, currently the areas for improvement within the curriculum have not been effectively developed. The staff work closely as a team, which results in smooth-running, calm and happy play sessions. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

There was one recommendation raised at the last inspection. This was to develop parental involvement in the out of school management committee.

Since the last inspection the parents are now involved in the out of school management committee. This has since strengthened working in partnership with the parents, which enhances children's well-being.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hygiene practices during and after hand washing, ensure fresh drinking water is freely accessible to children and provide age appropriate utensils to children at snack time
- make hazardous plants inaccessible and ensure resources are freely accessible to children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning to ensure that it provides a broad, balanced and purposeful curriculum, and that learning objectives are clearly identified to enable staff to make best use of activities and experiences to promote effective learning for all children
- develop an assessment system so that the next step in children's learning is identified and show clearly how this is used to inform planning (also applies to care)
- provide parents with information on the Foundation Stage and ensure parents can access their children's files freely and contribute towards their learning
- implement a system during which staff training needs are identified and monitor the strengths and weaknesses of the nursery provision so that action is taken to eliminate the weaknesses.

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