

Bearswraparound Care Services @ Mount Carmel RC Primary School

Inspection report for early years provision

Unique Reference Number	EY340796
Inspection date	27 March 2007
Inspector	Kay Margaret Armstrong
Setting Address	The Hut, Hunt Street, Off Russet Road, Blackley, Manchester, M9 8AT
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Registered person	Claire Michelle Smith
Type of inspection	Childcare
Type of 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

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.

WHAT SORT OF SETTING IS IT?

Bearswraparound Care Services has been registered since October 2006. It operates from The Hut adjacent to Mount Carmel Roman Catholic Primary School in Blackley, Manchester. The provision serves children who attend the school. The club is open from 07.45 to 09.00 and 15.15 to 18.00, Monday to Friday during term time. The provision is also open during the school holidays from 08.00 to 18.00, Monday to Friday and children from within the local community are able to access this service. Children have access to the main play room, a quiet area and outdoor play is provided in grounds of The Hut and the school playground.

The group is registered to provide care for 32 children. Currently there are 28 children on roll, who attend for a variety of sessions each week.

A total of four staff care for the children, two of whom hold a recognised early year's qualification. The provision receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and physical development is actively promoted as they are able to play outdoors. The majority of children choose to play outside for all of the session. Children are beginning to understand the importance of exercise and the effect it has on their bodies. They enjoy running and chasing each other as they play imaginatively outside. They eagerly join in a skipping activity taking turns to turn the rope. They bounce around on space hoppers, play football and ride bikes. These activities are fun, they help to promote children's physical well-being and develop good coordination skills.

Children's dietary needs are discussed with parents and respected at all times. Staff take into account individual and cultural dietary requirements when providing snacks. Children are beginning to develop a good understanding of healthy eating habits, which are promoted as staff provide healthy snacks which satisfy children's appetites. Staff encourage children to make healthy choices by preparing fruit for them to nibble at. Children remain hydrated as they are able to independently help themselves to drinks throughout the session.

Staff implement hygiene practices to maintain satisfactory standards. For example, they ensure the food preparation area is kept clean and food is stored appropriately. Although children are aware of the need to wash their hands before they eat, they are not consistently encouraged or supported by staff to do so, which impacts on children's well-being. Children also share communal towels in the bathroom areas, which increases the risk of cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children benefit from a good range of suitable resources which are appropriate to their age and stage of development. Toys are clean, well maintained and comply with safety standards, which minimises the risk to children. Resources are organised and easily accessible to the children, which enhances their learning and promotes choice and independence.

Children are cared for in a secure environment. Effective risk assessments are undertaken and most potential hazards are identified and minimised. This means that children are generally able to play safely and independently. However, the rusted oil drum, barbecue and old chairs in the outdoor play area impact on children's safety. Systems are in place to ensure children are safe when walking to the group from school. Children are learning to take appropriate care of themselves, as staff have discussed stranger danger with children who know what to do if approached by a stranger, or if a stranger enters the club. They are beginning to learn how to keep themselves safe as emergency evacuation procedures have been practised, as a result children know and understand what to do in the event of a fire.

The staff have a sound understanding of child protection procedures which are in line with the Local Safeguarding Childrens Board, ensuring children are protected.

Helping children achieve well and enjoy what they do

The provision is good.

Staff plan activities and support children's play in terms of ideas and resources, they allow children to reject, amend and modify ideas as they choose. Staff are skilled at facilitating children's play whilst not directing it, as they allow the children the space to play together without adult intervention. Consequently children are independent and make confident choices in their play. They are developing friendships and skills in negotiations as they play together harmoniously and enjoy themselves.

Children are busy and occupied throughout the session. Children's independence is promoted as they choose from a range of resources which are well organised and easily accessible. Most of the children enjoy playing outdoors; some children enjoy physical activities, such as football. Others use their imagination and make a 'birds nest' with stones, twigs and leaves. Other children choose to express themselves creatively, as they draw on the large chalk boards erected on the fence panels in the outdoor play area. A few children choose to play indoors, they enjoy playing table tennis and playing imaginatively as they make a 'jeep' from the chairs to take them to the 'shops'.

A happy atmosphere ensures that children have positive experiences and enjoy their leisure time at the group. The staff have established warm, caring relationships with the children. They show interest in what the children are doing and respond positively to requests for resources or help. The staff listen attentively to what children are saying and respond positively to their questions. Consequently, the children are relaxed, happy and secure.

Helping children make a positive contribution

The provision is satisfactory.

Staff have a good understanding of the equal opportunities policy and implement it well in their everyday practice. They clearly know the children's personal requirements, preferences and personalities. Staff act as good role models to the children and promote positive attitudes and behaviour. Children learn to share, to take care of the toys and to develop respect for other people. There is a good range of resources, which provide children with positive images of our diverse society, promoting their awareness of the world around them.

Children are well behaved, cooperative and constructive in their activities. They clearly understand the aims and boundaries of the group as they have been involved in establishing these. Children are learning to act responsibly, for example, the older children support younger children in the group. Staff's use of praise and positive reinforcement promotes and supports good behaviour. Minor altercations are dealt with in a calm and sensitive manner. Children's efforts and achievement are recognised and celebrated, which fosters their self confidence. As a consequence, children are happy, proud of their success and confident.

Children benefit from the positive relationships between their parents and staff. Parents are positive about the service provided. They have access to appropriate written information and are made to feel welcome by staff. This has a positive effect on children's sense of belonging and helps them to feel reassured and settled.

Organisation

The organisation is satisfactory.

Staff demonstrate a clear understanding of their roles and responsibilities towards individuals and groups of children. They are efficient in their organisation of the play and routines to the benefit of the children. Recruitment and vetting procedures are in place which are sound and ensure staff are suitable to care for children. Records which relate to children's individual needs are in place, which promotes their welfare by contributing to the continuity of their care. All policies and procedures are in place; they are of a satisfactory standard and are accessible to the parents. However, children's safety and well-being is minimised, as the record of children's and staff's attendance does not show the times of arrivals and departures.

Children are cared for in a supportive environment. The staff ensure that children have access to a range of play materials and that their leisure time is enjoyable. This promotes children's learning and ensures that they enjoy their time at the setting. The surroundings allow the children to move freely and to make choices and decisions. As a consequence, the children are confident to initiate their own play and show good levels of independence.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE

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.

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 health and hygiene practices, ensure children wash their hands prior to eating and provide appropriate hand drying facilities
- ensure outdoor play area is safe
- ensure the record of attendance accurately reflects the times of arrival and departure for both children and staff.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk