



Forefield Community Infant School

Inspection report for early years provision

Unique Reference Number	EY331618
Inspection date	29 January 2007
Inspector	June Cotton
Setting Address	Forefield Lane, Crosby, Liverpool, Merseyside, L23 9SL
Telephone number	0151 9246235
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Registered person	All Saints Childrens Ventures Ltd
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?

All Saints Children's Ventures Ltd at Forefield Community Infant School opened in 2006. It operates from the dining rooms in Forefield Community Infant School in Crosby, Merseyside and caters for children from the school. A maximum of 32 children may attend the club at any one time. The setting is open each weekday during term time from 15.30 to 18.00 and from 08.00 to 18.00 during school holidays. The children have access to a secure enclosed outdoor play area.

There are currently 20 children aged from three to under eight years on roll. The setting employs three staff, of whom, all hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean setting. The toilet facilities offer children suitable hygiene arrangements, such as soap and paper towels to help prevent the spread of infection. First aiders are always on duty to ensure the appropriate action is taken in the event of an accident. There is a clear health and hygiene policy that covers the event of a child being unwell and this is shared with parents. The relevant paperwork to record accidents or when medication is administered is in place.

A tuck shop is open each session where children have the opportunity to purchase fruit as a healthy option. Staff organise cooking activities to further develop children's understanding of healthy eating. Systems are in place to obtain information from parents to ensure children are not exposed to foods that may trigger allergic reactions. Staff have completed food safety and hygiene training to ensure correct procedures are followed to safeguard the children from contaminated food. Water is available to children at all times to help themselves.

Children can enjoy energetic play both indoors and outside, such as dance and football and other team games. There is a comfy area where they can relax after a busy day at school.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and well maintained setting. There is ample space for children to play in comfort. The quiet area is beneficial to all children where they can relax. Wall displays of children's artwork are creatively displayed. Space is organised effectively to create a child-friendly environment. Children make their own choices in play but some are not familiar with the range of equipment in stock at the other centre so they can make requests for particular play equipment, this limits their choices. However, staff exchange the equipment regularly.

Children play in a generally safe and clean environment. Staff check the premises prior to children arriving and risk assessments are being devised, however, they have not yet been put into practice. Children are secure and safe on the premises because the doors leading to the playrooms are locked. The fire evacuation procedures have been practised ensuring that the children are familiar with the procedure for keeping themselves safe. Children's awareness of their personal safety is enhanced when they participate in activities during Child Safety Week.

Children are safeguarded because staff have a comprehensive understanding of their role in child protection. They are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and happy as they chat to staff about their day at school and play with their friends. They feel valued and develop self-esteem as they discuss choices for activities, for example, whether to complete an art activity or play on the computer. Their help is valued as they sell food from the tuck shop. Children are able to complete art and craft activities with minimal supervision, for example, creating still life drawings of fruit and vegetables. They are able to handle the fruit and vegetables, feel the textures and learn about unusual ones, such as avocados.

Children's interest is sparked when visitors from the community attend, showing them circus skills and bringing animals and insects for them to handle and discuss. Snack time is a sociable occasion where the children and staff sit together, chatting, sharing events of their day. All children are eager to participate in the conversation. Activities provide exciting challenges for the children, they include cooking, different types of painting, music and movement, construction and imaginative play.

Relationships between the children are strong as they chat and play together, with staff providing unobtrusive supervision. They are offered appropriate interesting activities because staff take responsibility for planning, communicate well and respond flexibly to the requests of the children, effectively ensuring the children's well-being and enjoyment. A key worker system is in place to ensure that the children's individual needs are met.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from a strong partnership between the staff and parents who exchange information regularly. The staff communicate effectively with parents through newsletters, written policies, daily discussions and the parents' notice board. This ensures that parents are fully aware of the service which is provided. However, the complaints recording system is not easily available. To encourage parents to share their views on the club they are able to make comments directly to staff or anonymously through questionnaires. Relationships are strong and very friendly and social events are organised for staff and parents. The parents are very happy with the care their children receive.

Children's individual needs are met well. Staff find out about any additional needs a child may have prior to attendance. The policies regarding equality and inclusion ensure that all children are supported and fully included within the activities and the after school routine. Staff are sensitive and act on any likes, dislikes or preferences a child may have. However, they do not always have special equipment available to assist children with specific needs. The provision of resources that positively represent diversity in society is limited and presently reliant on staff bringing them from another service, thus, limiting opportunities to develop children's awareness of similarities and differences. Children feel a sense of belonging to the after school club because they know the routine. They confidently help to run the tuck shop. Children behave well, they are encouraged to consider social skills, such as taking turns and remembering to say 'please and thank you'. Warm friendships are made between the children, older children

play cooperatively alongside the younger ones. Plenty of praise and encouragement is given by staff to boost children's confidence and self-esteem.

Organisation

The organisation is satisfactory.

The staff make very good use of space and other resources, they supervise the children very well during play. As a result, children are well cared for and supported during the session. The adult-child ratio positively supports children's care and play. Recruitment and vetting procedures effectively contribute to children being protected and cared for by staff with good knowledge and understanding of child development. Staff have a strong sense of purpose and commitment to continual improvement. For example, staff have attended relevant courses and workshops to improve their knowledge. Staff work well as an established team. The regular team meetings, induction training and policies and procedures promote a consistent approach to childcare. Consequently, children are cared for in a supportive environment.

The recording system and documents are generally well maintained, however, the staff register is not maintained on site and some parental consents have not been obtained. All confidential information is securely stored for children's protection. All policies and procedures are in place and successfully implemented. These work effectively in practice to positively promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

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

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. 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 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):

- review the way in which toys and play materials are stored and organised to enable children to access resources easily and to allow them to make additional choices
- ensure that the risk assessment plan is implemented
- extend the existing range of resources, activities and play opportunities to reflect and promote positive images of a variety of cultures, backgrounds and disabilities
- improve record keeping by maintaining a staff attendance record at the setting, having a complaints log readily available for parents/carers and ensuring that appropriate consents are obtained for all children.

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