

Stay and Play at Shevington Vale

Inspection report for early years provision

Unique Reference Number	EY282896
Inspection date	17 January 2008
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Registered person	Stay and Play at Shevington Vale
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Stay and Play at Shevington Vale opened in 2004 and operates from Shevington Vale Primary School in Appley Bridge, Wigan. It is operated by a committee and serves children attending the school. The service is open each weekday, term time only, from 07.50 until 08.50 and from 15.30 until 18.00. Children are cared for in a designated room and have access to two classrooms, a hall and an outdoor area.

A maximum of 24 children may attend at any one time. There are currently 32 children on roll. The service employs two staff to work with the children; both hold an appropriate childcare qualification. An additional member of staff is available when required.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play in a clean environment. Their good health is well protected due to clear sickness, medication, accident and emergency procedures. Children's needs in the event of an accident or emergency are met by staff who hold up to date first aid qualifications. However, parents'

wishes regarding the seeking of emergency medical advice and treatment are not clearly known as written consent has not been requested.

Children safely and independently access the toilets. This is because the toilets are conveniently sited directly off the play area. Children routinely wash their hands, knowing that this helps to prevent the spread of germs. Good health and hygiene procedures help to prevent infection and cross-contamination. There are also clearly established routines for cleaning surfaces, toys and equipment.

Children benefit from the provision of good quality menus, offering them a balanced and nutritious diet. Snack time is a very pleasant social occasion with children sitting together comfortably and chatting about their day. Children have a very good appreciation of the type of foods that keep them healthy. They develop their awareness of the importance of healthy eating through discussion and enjoyable activities. For example, children talk about healthy foods they enjoy at home and decorate paper plates with pictures of their favourite dishes, such as pasta, peas and sweetcorn. These plates are displayed on the wall. Photographs of fruit platters made by the children and paintings of fruit baskets are also displayed on the wall.

Breakfast and snack menus are carefully devised taking full account of the healthy eating guidelines for schools. At breakfast time, children have a choice of cereals, toast with a variety of toppings and drinks of milk, fresh orange juice and apple juice and water. The tea menu changes weekly, in consultation with the children. It is displayed on the board and caters for children's particular dietary needs and preferences.

Plans show children's physical development is promoted. Outdoors, children play cricket, rounders, football and tennis; however, this is mainly in the lighter evenings. Each Friday, children play games in the hall with equipment such as the parachute or skittles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are mainly cared for in their own designated room, which is welcoming, clean and well maintained. The room features displays of children's work that are bright and attractive, helping to develop children's sense of belonging. Two classrooms and a large hall are also available for use. Children choose their own activity from a good range of clean, safe equipment. The toys meet the needs of the full range of children who attend.

Children are kept safe through staff's vigilance and good practice. Staff understand their responsibilities to maintain a safe environment and carry out a daily safety check. Staff also complete a cleaning and safety checklist, which ensures construction, role play, small world and dough equipment is clean and safe for children. Safe collection procedures ensure children leave with a known adult.

Children take responsibility for their own actions and the safety of others. They show a good understanding of why boundaries are set and a clear awareness of safety rules. Some rules are displayed, which serves as a reminder to children. Children's awareness of dangers and how to keep safe are raised through activities; for example, when sewing, they discuss the safety issues of needles. Children know how to evacuate the building safely as evacuation procedures are practised regularly and are recorded.

Children's welfare and safety are promoted by sound child protection policies and procedures. Staff demonstrate a clear understanding of potential signs of abuse and neglect, and of who to contact in the event of identifying a child protection concern. Although it does not refer directly to the Local Safeguarding Children Board, the setting's written statement is useful and well understood by staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and happy due to the calm, positive interaction from staff. They are interested and involved in the wide range of activities provided. Children choose what they wish to play with from a broad range of toys, books and games in the main room. Good access to a range of art materials enables children to be creative at any time.

Staff establish positive relationships with children, helping them to feel settled and secure. Children flourish as they have many stimulating experiences that promote all aspects of their learning and development. Good access to a range of books enables children to relax and read at any time. Children listen to stories, read by staff, in the book area and use these as inspiration for creative work and their wall displays. They explain how they enjoy a wide range of planned creative activities, such as making calendars and placemats and model making with plaster. Themed nights, for example, sports or creative nights, are very popular with the children, particularly, the 'popcorn special' night. On this night, children have a special snack, for example, hot dogs and popcorn, whilst watching a film.

Staff acknowledge children's achievements, resulting in high levels of confidence and self-esteem. Children jot their suggestions for activities or new toys in a book. These ideas are included, where possible, in the planning of activities and the selection of new equipment. This means children have access to a full range of activities that are not only suitable for their ages and abilities but meet their individual interests exceptionally well.

Helping children make a positive contribution

The provision is good.

Children's contributions are highly valued as they play an increasingly active role in planning and organising activities and routines. They make decisions about their evenings, for example, they discuss together and plan activities. Children gain a keen understanding of the wider world through discussions with staff and planned activities, such as making clay divas for Diwali, a dragon at Chinese New Year and by dressing up for World Book Day.

Children are highly respected as individuals. They quickly settle in to the club and make positive relationships with each other and staff. Children explain how new children are carefully looked after by those that have already settled in. An effective behaviour policy supports children's understanding of respect, kindness and safe play. Children are very well-behaved, polite, take turns and show concern for others. Staff act as good role models, showing respect and consideration for children and each other.

Children's individual needs are effectively met. This is because staff obtain the relevant information from parents in order to be in a position to give appropriate care. Children who have learning difficulties or disabilities are welcomed to the setting. There are comprehensive procedures in place to ensure children's needs are discussed and progress monitored and promoted.

Children benefit from a strong partnership with parents and carers. Parents are kept well informed about the provision. They are kept up-to-date through effective use of displayed photographs and notices, a section in the school newsletter and good verbal communication. Parents visit and share information about their child before they join and continue to share information through regular informal talks with staff. This effective communication between parent and staff helps to promote children's welfare, safety and learning. Parents are keen to express high praise for the staff and comment on how much their children enjoy coming to Stay and Play where there is so much to do.

Organisation

The organisation is inadequate.

Overall, the provision does not meet the needs of the range of the children for whom it provides. This is because the committee is in breach of regulation. It is a mandatory requirement in the regulations that Ofsted is informed of any changes to the registered person or person in charge at the earliest opportunity. Ofsted has not been informed of relevant changes, for example, there has been a change of manager and changes to the committee members.

Children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The staff work well together to ensure that children are provided with good quality care. Children play in a stimulating environment due to good use of time, space and resources. They have access to a broad range of resources which suits their individual interests. Staff actively seek and value the children's ideas and suggestions in all aspects of the provision.

Children benefit from good levels of adult attention, with staff establishing routines in which children are familiar. Children are kept safe and healthy as staff show a strong commitment in keeping up to date with training. The good systems of communication in place enable staff to address any areas of concern or practice issues as they arise.

Improvements since the last inspection

At the last inspection the provider agreed to develop opportunities for children to be involved in planning for play and outdoor activities, ensure that all recommendations made by the Fire Safety Officer are met, and ensure the child protection procedure includes a statement on the procedure to follow if an allegation is made against a member of staff.

Since the last inspection children have been included in the evaluating of activities and they assist with planning for the following week. A range of outdoor activities is now planned, however, these mainly take place during the warmer weather.

At the time of inspection the Fire Safety Officer's recommendations were not available, consequently there is no evidence that the recommendations are met or not met. Therefore, the recommendation is carried forward following this inspection.

There is a statement on the procedure to be followed in the event of an allegation being made against a member of staff. This is readily available in the policy folder. Children's welfare is adequately protected.

Complaints since the last inspection

Since the last inspection 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:

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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, the registered person **must** take the following actions:

- improve knowledge and understanding of the requirements set out in regulations and inform Ofsted of changes in the registered person and person in charge.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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