

Valley Stay to Play Club

Inspection report for early years provision

Unique Reference Number	EY349889
Inspection date	19 August 2008
Inspector	Barbara Christine Wearing
Setting Address	Valley School, Whitehaven Road, Bramhall, Stockport, Cheshire, SK7 1EN
Telephone number	0161 494 5771
E-mail	ghughes@stockportcp.co.uk
Registered person	Stockport, East Cheshire and High Peak Cerebral Palsy Society
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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Valley Stay to Play Club has been registered since 2007. The group is run by Stockport Cerebral Palsy Society in partnership with Valley School. It operates from within Valley School in the Bramhall area of Stockport. The children have access to the rainbow room, the white room, the ball pool and the main school hall. Outdoor play is provided in the school playground. The facility is available to children who attend the school. The club operates during school holidays only and is open from 10.00 to 14.00 Monday to Friday except for public holidays. The group is registered to care for 20 children and supports children who have physical disabilities or learning difficulties. There are currently children ten under eight years on roll. Six staff work with the children, three of whom hold early years qualifications and one of whom is a registered nurse. Staff gain support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from the spread of infection and cross contamination as the setting works with regard to their comprehensive health and safety policy. Staff support children in

developing independence in, and an understanding of, personal hygiene routines. The setting provides care for children with a wide variety of health and dietary needs. Staff work very closely with parents and other professionals and receive appropriate training to ensure that these needs are catered for. Children are well taken care of if they are ill as the setting follows children's health action plans and administration of medication policy. However, the administration of medication records does not include the parent's signature when they have been informed that the medication has been administered.

Children bring their own packed lunch. A display at the entrance to the setting encourages children to develop an understanding of healthy eating. All children sit together at meal times which are sociable and relaxed.

Children greatly enjoy a variety of physical activities both indoors and out. Children with limited mobility spend some time on mats or cushions to ensure they have the opportunity for various physical movements and to access resources more closely. Children benefit from a continuous choice of indoor and outdoor play and opportunities to set themselves physical challenges. A child shows great determination as he manoeuvres his body to reach for a ball. Another child has fun as he plays on a balancing beam, moving backwards, forwards and jumping off.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from being in a school environment which is familiar to them. Staff encourage children to freely choose which room they would like to play in. Physically able children are confident in moving between rooms and staff go with them, supporting them in their chosen activity. A range of activities and resources which provide stimulation for all the ages and abilities of children being cared for are made accessible each day. A limited selection is consistently accessible, reducing children's opportunities to practise and consolidate their skills. Specialised equipment and skilled staff ensure that all children are included and can access all activities.

Risks to children are minimized as staff carry out regular checks and risk assessments and follow clear procedures including the collection of children, fire evacuation and the procedure to follow if a child is lost or not collected. Staffs' in-depth knowledge and understanding of individual children enables them to ensure that children are safe within their environment. Staff are trained in how to safely lift and handle individual children and in the use of various specialised equipment. Very close supervision of children maintains their safety while allowing them to take part in activities that present challenges. In the event of an accident, children are well cared for as staff have first aid certificates, there is a first aid kit and a clear procedure for recording and dealing with accidents.

Children are safeguarded and protected from harm as they are cared for by adults who are vetted and have relevant experience, knowledge and skills. Staff have a good understanding of the safeguarding children procedures, including a 'whistle blowing' policy.

Helping children achieve well and enjoy what they do

The provision is good.

Staff develop an excellent knowledge of the children they care for prior to them attending the club. They carry out an assessment which involves a visit to the child's home and school. They therefore tailor make the provision to truly meet the children's needs. Children have fun at the

club. Staff are sensitive to children's verbal and non-verbal communications and listen to them in various ways to ensure that they provide activities that children find stimulating and enjoyable. The setting works closely with other professionals who work with children as mentors to ensure that their views and opinions are sought and valued. Children enjoy creative activities, such as painting t-shirts, playing in the sand, sharing books with an adult and playing with the sensory equipment in the white room. Staff are skilled in knowing when to observe children in their play and when to interact with them, giving children support to extend their learning and freedom to explore independently. Children and staff enjoy their time together and staff show delight in children's enjoyment and achievements. Children laugh as they lie on soft cushions, throwing and rolling soft balls with staff and friends and as they play parachute games as a group.

Helping children make a positive contribution

The provision is outstanding.

Children are truly valued and respected as individuals by skilled and sensitive staff and volunteers. All staff work with full regard to the group's philosophy, policies and procedures which give high regard to providing equality of opportunity and access for all children. Children are treated with dignity and care at all times and staff provide excellent role models for children who are expected to treat others with respect. Activities are adapted and staff give support to allow children to fully access activities and make choices.

The setting's positive behaviour management reflects their understanding of children and gives consideration for reasons for challenging behaviour and positive strategies for dealing with it. Potential conflicts are avoided as staff work closely with parents to ascertain situations that children may find stressful. They are positive and calm in their approach and children are busy and free to make choices.

The setting places a high priority on working closely with parents. They value parents and are sensitive to their needs. Many procedures are in place to develop very good relationship with parents, thus maintaining consistency for children and enabling their individual needs to be met. Information regarding the setting is shared via an information leaflet, a notice board, daily diary and verbally. In-depth information regarding each child is obtained from parents during a visit to the child's home. Feedback from parents is actively sought following each holiday scheme and all records and consent forms are in place and shared with parents. Thereby ensuring that children are cared for in accordance with their parents wishes and enabling the ongoing development of the provision.

Organisation

The organisation is good.

Paid and voluntary staff work with regard to the settings policies and procedures. Therefore they work co-operatively, in the best interests of the children. A key person system and high staff/child ratios ensure that children receive good levels of support. Staff organise their time effectively and are flexible and responsive to children's individual needs. Good use is made of the various areas of, and equipment within the building, ensuring that children benefit from a range of activities. All necessary records and documentation are in place, most contain sufficient detail and signatures. Therefore, children's health, safety, enjoyment, achievement and ability to make a positive contribution is promoted.

The setting demonstrates a strong commitment to the continued development of its provision. Various systems are in place to assess the effectiveness of each scheme. Views of children, parents, staff and other professionals are sought and their feedback is acted upon.

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

Improvements since the last inspection

Not applicable as first inspection since registration.

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 good. 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):

- provide a wider range of consistently accessible resources for children to choose from, consolidate their learning and set themselves further challenges
- obtain parents signatures to evidence that they have been informed when medication has been administered.

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