

Capellas Ltd

Inspection report for early years provision

Unique reference number	EY367966
Inspection date	15/10/2008
Inspector	Carol Johnson

Setting address	Lant Sports & Community Centre, Meeting House Lane, Balsall Common, Coventry, CV7 7DJ
Telephone number	01676 532853
Email	capellashq@aol.com
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Capellas is one of three settings run by Capellas Limited. It was registered in 2008 and provides out of school and holiday care for children aged from three to 11 years. The setting operates from a recreation and sports hall in the village of Balsall Common in Warwickshire. It has use of two rooms on the ground floor and three on the first floor, as well as toilets and kitchen facilities. In addition, the group has use of the outside playing fields. The group is open from 07.30 to 09.00 and 15.20 to 18.00 during term time and 08.00 to 18.00 during school holidays.

The group is registered to care for a maximum of 60 children at any one time. There are currently 77 children on roll, including 19 children who are within the early years age group. The setting has systems in place to support children with learning difficulties and/or disabilities and those who speak English as an additional language. The setting is also registered on the Childcare Register.

The setting employs five staff members, who work directly with the children, all of whom hold appropriate qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Capellas offers a safe, relaxed and comfortable environment where all adults and children are warmly welcomed and valued. The setting is well organised and the provision demonstrates a strong capacity to maintain continuous improvement. Staff are enthusiastic and committed and they are constantly exploring ways to improve the provision. Clear documentation and procedures ensure children's safety and most everyday routines and systems work well in practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve handwashing arrangements to further encourage children to develop healthy habits
- develop systems for observing and assessing each child's needs, interests and learning styles.

The leadership and management of the early years provision

The leadership and management of the provision is strong. Regular communication between the registered person, management and the staff team means that good practice and the desire to make the setting the best that they can is encouraged and shared. Suitable steps have been taken with regards to self-evaluation. Currently, management and staff regularly but informally evaluate their own practice, including the activities and experiences offered to the children. They are

able to identify some of the setting's strengths and weaknesses and are proactive with regards to improvements and taking on board comments from children and their parents.

Robust recruitment, induction and vetting procedures ensure that all adults working with children or having unsupervised access to them are suitable to do so. Personal and professional development is encouraged. In-house training arranged prior to the opening of the provision included a two-day staff induction that covered a range of issues including behaviour management, risk assessment and working in partnership with parents. Written policies contain required detail and effectively contribute to the safe and efficient management of the provision.

A broad range of strategies are adopted by the provision to actively promote an effective working partnership with parents and others. Methods include regular two-way communication with parents, building positive links with the local community and networking with other professionals. Parents comment positively on the provision and confirm that information is shared and their children are happy and settled.

The quality and standards of the early years provision

Children are making good progress in all areas of development. They show high levels of self-confidence and are keen to engage in conversation and share their views. Staff encourage children's individuality and self-esteem through consulting them about what they want to do and responding to their comments. A group of children have formed a club council and they meet every two weeks to discuss issues. For example, at the last meeting they put forward their ideas in relation to activities and the implementation of a behaviour reward scheme. Children are well behaved and show care and respect for both people and property. They display good manners and are keen to help others, for example, with clearing away after meals and tidying away equipment.

Children enjoy a broad range of experiences at the provision. Activities are appropriate for the type of setting and reflect children's needs, interests and preferences. For example, during the inspection children used the laptop, participated in a range of creative activities, played board games and took part in ball games. All areas of learning are equally promoted and these are catered for both inside and outdoors. Resources are plentiful and a good selection is put out by staff before children arrive at sessions. Children know what is available and are confident to ask for additional items to add to or enhance their play and learning.

Staff plan activities as a team; they contribute their ideas and discuss what they have observed during sessions. Past activities have included outings, food tasting, 'junk' modelling and simple cookery activities. Adults recognise that some children need to expend energy after school, whilst others might wish to relax and play quietly and they organise activities and the environment appropriately. However, systems used to formally observe and assess children's needs, preferences and progress are still in their infancy. Consequently, staff cannot be sure that all children are being challenged effectively or are making sufficient progress given

their starting points.

Children are at ease with staff and are keen to chat and share things that are of interest to them. They confirm that they are aware of the setting's rules and boundaries and that they have participated in discussions and activities designed to help them understand and follow road safety procedures. For example, children know that they must wear reflective jackets on the walk to and from school and they understand that they must listen carefully to staff. Children also demonstrate a sound awareness of health and hygiene issues; they know that too much sugar is bad for their teeth and they understand why they need to wash their hands before touching food. However, some children confirm that they do not always do this before breakfast at the club and this puts the health of themselves and others at possible risk.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.