

# Castle Care Club at St Peter's

Inspection report for early years provision

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<b>Unique reference number</b>	EY290077
<b>Inspection date</b>	20/10/2008
<b>Inspector</b>	Rachel Wyatt
<b>Setting address</b>	St Peter's Community Centre, Rockhill, Bromsgrove, Worcestershire, B60 3LU
<b>Telephone number</b>	
<b>Email</b>	
<b>Type of setting</b>	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**

Castle Care Club at St Peter's registered in 2004. It is one of several day care settings owned by the provider and operates from a church hall in Bromsgrove, Worcestershire. A maximum of 32 children may attend the setting at any one time. The setting is registered by Ofsted on the Early Years Register and there is currently one child attending who is within the Early Years Foundation Stage (EYFS). The setting is open each weekday before and after school during term time only. Sessions are from 08.00 until 09.00 and 15.00 until 18.00. The setting also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are currently 45 children on roll in this age group.

All children share access to a secure outdoor play area. Children come from a wide catchment area. They can be taken to and collected from local schools. The setting has procedures to support children with learning difficulties and/or disabilities and has strategies to support children who speak English as an additional language. The setting is on the ground floor and there is ramp access to the church hall.

The setting employs five members of staff and two drivers. The provider and manager have Level 3 qualifications in playwork. The setting has the support of the local authority.

## **Overall effectiveness of the early years provision**

Children enjoy being at the club. Staff create an atmosphere where children can be purposeful whilst having time to relax before and after school. Staff give priority to reflecting children's ideas and interests in the range of activities, toys and games provided. This helps children in the Early Years Foundation Stage and their older peers to settle well and to feel valued and included. Some aspects of the Early Years Foundation Stage are in their infancy, but promoting children's choice is a strength and reflects an improvement since the last inspection. The setting's commitment to improvement is also demonstrated in the way other recommendations from the last inspection have been addressed regarding children's sun protection and safety during outdoor play, and from the way children's awareness of healthy eating, creativity and physical skills are enhanced by different initiatives.

## **What steps need to be taken to improve provision further?**

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

- improve assessment so it is an integral part of planning for the next steps in children's learning and development.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information for each child about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and welfare).

01/12/2008

## **The leadership and management of the early years provision**

Children enter a welcoming relaxed atmosphere. Friendly staff make sure that activities are well resourced and inviting. They take an interest in what children are doing and focus on providing child-centred experiences. As a result children settle quickly and sessions are rewarding and fun. Young children in the Early Years Foundation Stage only attend the club before school, but staff ensure they have time to have breakfast and take part in activities they enjoy.

Partnership with parents and other settings children attend are increasingly successful and are valued by the provider. Young children's transition to the club and school has been managed well because of effective liaison between staff, parents and teachers. Staff informally consult with children to ensure their interests and needs are reflected in the club's activities and routines.

Children benefit from the effectiveness of the provider's monitoring and evaluation procedures. Parents' and children's views are sought about all aspects of the club and suggestions followed up. The setting is proactive about initiating improvements, for example, to enhance children's physical skills through varied sports-based activities or extending their creativity by offering opportunities to take part in drama or to try different painting techniques such as water colours.

Children's welfare is generally effectively promoted. Sound recruitment and staff training programmes ensure staff understand their roles and their responsibilities, for example, to safeguard children and to promote their health and safety at all times. Comprehensive risk assessments are in place and reviewed, and regular safety checks are carried out. School journeys are well organised. Children are carefully supervised, whilst at the same time encouraged to behave in ways that are safe for themselves and others, for example, during outdoor play or when travelling to school.

Records and procedures in the main support children's care. However, the setting has not obtained required information about who has legal contact with each child or who has parental responsibility, which potentially compromises children's welfare. In other respects children's well-being is promoted as all other relevant information is available about them so staff have a clear understanding about each child's needs, health and dietary requirements. Parents' wishes are understood as required consents are obtained. If children have an accident or become unwell they receive prompt appropriate treatment. A member of staff with a first aid qualification is always present, and staff have relevant training in other aspects of children's health and care.

## **The quality and standards of the early years provision**

Whilst they are at the club children in the Early Years Foundation Stage are helped to make good progress in all aspects of their development. Each child's needs are understood and are increasingly reflected in the range of activities provided. Each child has a key person. Staff observe and consult with children and seek relevant information from their parents and the schools they attend. Children who are new to the club and school have settled well. Staff have identified initial priorities for children's development but assessment is at an early stage and is not yet a fully integral part of planning for the next steps in each child's learning.

Children enjoy the club's relaxed atmosphere. They are busy and purposeful, chatting easily to each other and playing cooperatively in mixed age groups. Staff join in sensitively, knowing when to stand back so children can express their ideas. A good selection of books, toys and games encourages children's choices and ideas. They are energetic, appreciating the various physical challenges provided, including opportunities to develop new skills. A good selection of art and craft materials encourages children's creative drawings, paintings and models. Young children particularly enjoy imaginative play with small world toys and construction items.

Children's life skills are effectively promoted. For example, many games encourage their problem solving, decision making and collaboration. Children confidently use information technology. Their independence is fostered in various ways such as acting safely, being responsible for their possessions, seeing to their personal care and hygiene, and helping at meal times. Children understand the importance of a healthy lifestyle. They create their own posters depicting aspects of health and hygiene. They help with food preparation and make appropriate choices about what they eat and drink.

Children develop the habits and behaviour appropriate to good learners, taking account of their own needs, and those of others. Children have good relationships, following the club rules. They develop positive attitudes about diversity through discussions and activities, focussing on festivals such as Diwali, or when working together to raise funds for charity. Children feel valued because staff encourage their contributions, praise their efforts and acknowledge their achievements. This includes displaying their colourful artwork in the setting.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training).

01/12/2008

## **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 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.