

Meersbrook Park After School Club

Inspection report for early years provision

Unique reference number	300821
Inspection date	04/12/2008
Inspector	Angela Howard
Setting address	The Pavillion, Meersbrook Park Road, Sheffield, S8 9FP
Telephone number	07931 993596
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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

Meersbrook Park After School Club has been registered since 1995. It is managed by a voluntary management committee. The setting is located in Meersbrook Park Community Pavilion, in Meersbrook, a residential area to the south of Sheffield city centre. It caters for children attending Meersbrook Bank and Carfield Primary Schools. Children are escorted to the facility on foot.

The setting is open Monday to Friday from 15:00 until 18:00 during term time. The whole of the premises are available for children to use. Children have access to a secure outdoor play area. The premises have some doors with disabled access.

The setting is registered to care for a maximum of 28 children from three to eight years of age. There are currently 24 children on roll, of whom four children are in the early years age group. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Three members of staff work with the children, all of whom hold or are working towards a relevant qualification in childcare. They have links with the local authority and receive support from the Out of School Network.

Overall effectiveness of the early years provision

A very inclusive and welcoming service is provided; children have a very strong sense of belonging and are keen to participate. Children make good progress in their learning and effective partnerships between others offering the Early Years Foundation Stage and parents ensures there is a deep understanding by staff of children's individual needs. Children are cared for in a safe and secure environment; however, some details of staff's criminal record disclosures lack detail. The provider has a good understanding of the setting's strengths and areas requiring improvement. The plans for the future are well targeted through effective self-evaluation involving parents, children and staff in a meaningful way. However, the management committee are insufficiently involved in this process.

What steps need to be taken to improve provision further?

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

- record appropriate detail about staff's criminal record disclosures
- develop the involvement of committee members in the self-evaluation process.

The leadership and management of the early years provision

The staff of the setting have developed a clear sense of purpose and direction and have a high expectation for the quality of the children's learning and their welfare. There is a wide range of good quality policies and procedures in place which are

regularly reviewed, updated and shared with parents. These are successfully implemented to ensure that the needs of all children are successfully met to ensure progression and continuity of learning and care. The staff are deployed well so that children receive good adult support and attention and children are grouped effectively in small groups to enable them to build effective relationships, so they feel secure and confident with their carers.

All recommendations at the last inspection have been completed and any improvements identified during the self-evaluation process have had a positive impact on the overall quality and the outcomes for children. However, although parents, staff and children all take an active role in this process, the management committee's role is very limited. Improvements following the self-evaluation process include responding to the children's views, better toys and equipment and the review of policies and procedures to ensure they meet the new requirements of the Early Years Foundation Stage. These areas have all been successfully completed. For example, planning of activities is now child-led, which encourages children to make their own choices, to pursue their interests and develop their self-confidence. Therefore, children maintain their enthusiasm so that they participate eagerly and extend their skills independently.

A very effective partnership between parents and staff supports children's care and learning well. The staff encourage parents to express their views, both formally and informally, for example, through questionnaires and regular discussions. They receive clear information about the setting and their child's progress through a parent handbook, progress records, policies and procedures, displays around the setting and parent meetings for fuller discussion about their child's progress.

Children's safety is a priority at this setting. Staff have a systematic approach towards assessing potential risk and take effective steps to prevent accidents. For example, the use of thorough risk assessments on the premises and before any outings ensure children are safe. Safeguarding policies and procedures are rigorous and staff have a good understanding of how to protect children and what action to take should they have any concerns about a child's well-being or safety. However, there is insufficient information recorded about the details of some staff's criminal record disclosures.

The quality and standards of the early years provision

The staff's good knowledge and effective implementation of the Early Years Foundation Stage means children enjoy their learning through activities which are well matched to their individual needs and interests. Accurate detailed observations ensure children are valued as unique individuals because staff use the information to provide a personalised learning journey based on children's next steps of development.

The relationship between staff and children is very warm and caring. The environment is very calm and children are very happy and content. Children are polite and well-behaved and show consideration for each other. For example, they take turns on the games consoles and play harmoniously at board games. A key

strength of the setting is the good progress of children's social, personal and emotional development. For example, children enter eager to participate; they are developing good decision-making skills as they choose toys or resources and what they would like to eat at snack time. They talk freely about their day at school and lean their bodies in a comforting way on staff as they stand and talk to them. Children are keen to communicate and use their developing skills well to listen and communicate with others. They have good control of pencils as they draw and write stories illustrating them with detailed pictures. Children are guided well by staff who encourage the children to express their thoughts and develop their language. For example, as the children play with cars and a garage the staff ask them 'how many blue cars do you have?' and 'what is that on the back of the car?' Children respond by explaining it is a spoiler.

Children learn about dangers and what keeps them safe. They routinely take part in fire evacuation procedures and follow good procedures that are understood by children when walking from school. A high ratio of staff is maintained and children are escorted with staff at the front and back of the line. Staff create a child-friendly environment, which enables children to explore and take risks while being appropriately supervised. Children are encouraged to learn about healthy life styles as they learn about the importance of healthy eating and the need to take part in physical play on a regular basis. They enjoy visiting the local park on the way home from school, accessing the well-equipped outdoor play area and the nutritious well-balanced range of snacks offered, appropriate to their individual dietary needs.

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?	2
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 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.