

St Georges Youth & Community Centre

Inspection report for early years provision

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EY236582

Inspection date

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Inspector

Judith Anne Kerr

Setting address

St Georges Youth & Community Centre, Livesey Street,
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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 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

Family Action at St George's is one of three provisions in this area. It was registered in 2002 and operates from the Community Centre on Livesey Street, Collyhurst, Manchester close to shops, schools, parks and public transport links. The setting is open each weekday from 15.15 to 17.45 term time and from 08.45 to 17.30 in school holidays. Children have access to an enclosed outdoor play area.

The setting is registered to care for a maximum of 46 children at any one time. There are currently eight children on roll on the Early Years Register who attend on different placements. The setting is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting currently supports a number of children who speak English as an additional language.

There are five staff who care for the children. All staff are qualified.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting provides an inclusive, welcoming and caring service which recognises the uniqueness of each child. Children make good progress in their learning and development as they are eager to be actively engaged in the wide range of interesting play activities. The staff work in close partnership with other providers of the Early Years Foundation Stage (EYFS) to ensure that children's learning and welfare needs are met. Careful reflection ensures that plans for the future are well targeted to bring about further improvement to the setting and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of how observations and assessments can be used to inform planning
- further develop the planning to identify children's starting points and involve parents in the process.

The leadership and management of the early years provision

Staff demonstrate a comprehensive understanding of safeguarding procedures to ensure children are well protected. In addition, they receive ongoing safeguarding training in order to keep their knowledge up-to-date. They are fully aware of their responsibilities in ensuring that any concerns are handled promptly and reported to the relevant agencies. Comprehensive risk assessments are in place to ensure children play and learn in safe indoor and outdoor environments.

There are clearly targeted areas for improvement in order to continually enhance

the quality of care, learning and development for all children. Staff recognise that planning for individual children together with development of the outdoor play space are areas for future improvement.

All staff are involved in ongoing discussions to evaluate the success of current planning and identify any adaptations required. Thorough procedures are in place to ensure staff are suitable for their role and committed to ongoing training in order to continually improve their practice. Staff work well together as a team and know each of the children as individuals. Regular staff supervision and appraisals highlight areas for future development and training to be identified.

Staff establish close links with parents and value their contributions as partners in their child's learning. They are encouraged to share what they know about their children through completion of 'All about me' forms. However, these relate to care needs, likes and dislikes and do not include information about what children already know and can do on admission. Information is regularly shared and staff develop strong links with the nearby school in order to ensure continuity for children's. Parents have a clear understanding of the policies and procedures which underpin the operation of the setting, are kept well informed and are encouraged to put forward their suggestions for improvement. Discussions demonstrate they clearly value the service provided.

The quality and standards of the early years provision

Staff are developing a sound understanding of the EYFS which ensures that children have a valuable and enjoyable play and learning experience whilst at the setting. Children are fully included and are able to contribute their ideas and suggestions to staff who then plan a range of stimulating activities which maintains their interest. Staff use observations to monitor children's progress and identify the next steps of their learning to help them make progress. However, there is no clear system in place to link observations to planning and demonstrate a broad and balanced curriculum is being delivered which covers all areas of learning.

Children's communication skills are developing well as staff continually respond to their questions and listen to what they are saying. Books are freely available for children during the day. They mix well together, offer one another support and this contributes to them learning about others and themselves, thus enhancing their understanding of diversity. Resources which promote children's awareness of the wider world are plentiful. These include dressing up clothes, jigsaws and books. Children are encouraged to widen their tastes by experimenting with different foods. For example, they try Chinese food eaten with chop sticks as part of their celebrations for Chinese New Year.

The staff encourage children to work out solutions for themselves. They only intervene at the request of children, to provide assistance if required. Children deftly use scissors with precision and know how to handle them safely. The children enjoy a good balance of adult and child-led activities that results in them being active learners, thinking critically and playing creatively. They imaginatively build with recycled materials to make robots and then decide exactly the way they wish to decorate them. They make faces from paper plates using wool, glitter and

paint and collages from funky foam.

Good quality care for children is offered through staff's high commitment to implementing effective strategies to promote their social, physical and economic well-being. Children's good health is effectively promoted and arrangements for keeping them safe are robust. Outdoor and indoor spaces, furniture, equipment and toys are suitable and safe for children of different ages. Staff are good role models with a consistent, positive approach. As a result, children appropriately manage their own behaviour, for example, willingly sharing dough with a newcomer and patiently taking turns to wash their hands before eating healthy snacks. Children learn about stranger danger, green cross code and how to evacuate the building in an emergency.

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

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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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