

Appletree ASC/BC/HPC (Grenoside)

Inspection report for early years provision

Unique reference number

EY368533

Inspection date

27/11/2008

Inspector

Yvonne Victoria Facey

Setting address

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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

Appletree After School Club registered in 2005. There is a group of settings owned by the same company consisting of four after school care clubs and a nursery. They are owned by a limited company which is also registered charity. It is located in the north of Sheffield in the Grenoside area within the local community centre. Children have access to an upper and lower level of the building, which includes two main halls, a crash hall, two quiet rooms, a large room downstairs, and access to an outdoor play area. A maximum of 48 children may attend the setting at any one time and it is open from 15.00 until 18.00 each day during school term-times. The setting is also registered to provide holiday play care from 08.00 to 18.00. There are seven members of staff employed at the setting, all of these hold appropriate childcare qualifications.

This setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Systems for planning and assessments within the Early Years Foundation Stage (EYFS) have not yet been developed to effectively meet the learning needs of the children. Staff and managers understanding of implementing the EYFS within after school care is not fully acknowledged. Although observations and planning of children's next steps are in place, their starting points are not suitably considered to ensure the activities provided are suited to individual children. There are sound arrangements in place to ensure that the children can contribute positively towards their health and safety. Most risk assessments and appropriate policies and procedures are in place to ensure children's welfare and safety is promoted. Systems for monitoring and evaluating the setting identifies appropriate areas for development.

What steps need to be taken to improve provision further?

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

- implement and improve systems within the Early Years Foundation Stage to plan, observe and assess children's learning to help them make progress towards the early learning goals
- ensure smoke alarms are checked regularly
- develop and plan more outdoor experiences for children.

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

- make recruitment records accessible to demonstrate that checks have been completed, including the unique reference numbers of Criminal Records Bureau.

27/05/2009

The leadership and management of the early years provision

The provider and staff understanding of the learning and development requirements are adequate. They make observations to begin to track children's progress and use children's next steps to plan some activities. However, assessment and planning are yet to be developed to ensure all areas of learning and development are delivered to support all individual children. Staff are unclear of how to link the current planning within the six areas of learning or how they ensure that children's starting points throughout all the areas are promoted. Children have adequate activities and space to explore. However, on some days when the children arrive there are no activities for them to access and they have to wait until staff set out the equipment.

Suitable safeguarding procedures ensure that children are protected appropriately and there are sound vetting procedures in place to ensure children are safe from harm. However, checks that prove staff are suitable to work with children are not accessible which is a breach of requirements. Required policies are produced and suitably reviewed to ensure children's welfare and safety are promoted. The setting values parents' contributions and relevant details of children's care is obtained. They receive and are made aware of the setting's policies and procedures, including the recently updated complaints policy and the Early Years Foundation Stage. However, effective links with parents to involve them in support their children's learning and links with other providers delivering the Early Years Foundation Stage are not established.

The quality and standards of the early years provision

Children enjoy a suitable range of activities and resources are provided that encourage them to play together and learn to take turns. They work together as they make book marks during a craft activity and are suitably supported by staff. There are opportunities to develop their imaginations as they are provided with a balanced range of role play themes. For instance, the hairdressers, restaurant and home corner. Physical development is suitably encouraged as they enjoy playing football and running races. There are opportunities for children to use the outdoor play area, although outdoor experiences are not consistently planned for. There is space for children to relax in the quiet area where they have a choice of books, jigsaws and games. Overall activities provided are satisfactory for the children's ages and abilities. However, children's starting points are not adequately considered to enhance what they can do and provide challenge for them.

There are sound systems to help to keep children safe on the premises and they are well supervised, including when being collected from school. Regular risk assessments ensure that potential dangers are minimised. However, managers are not familiar with the alarm systems in the building or if they are tested regularly to ensure they are in working order. As a result, children's safety is compromised. Security of the building is given priority and procedures for visitors are in place. Children are well behaved and they are involved in setting clear boundaries and

rules within the setting. The children learn appropriately about the diversity of the society in which they live, through simple discussions and themed activities. They are confident in their environment and form good relationships with staff and each other. Staff make appropriate use of praise and encouragement to develop children's self-esteem and confidence.

Children have a healthy choice of snacks which they help to plan using menu cards and they have discussions about what food keeps them healthy. Detailed policies and procedures ensure that children are cared for in a clean environment and that hygiene practices are maintained.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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